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SEND/Learning support Policy **November 2017**

Introduction:

1. This policy will set out clearly the aims and objectives for learning support at Seven Mills School and will outline the practices to be undertaken for these to be achieved.
2. This policy was written by the Deputy Head teacher/SENDCO and is regularly reviewed by the SEND governor and members of the SMT, so that it reflects the policy and practice of the school.
3. Tower Hamlets is committed to inclusive education and recognises that good use of learning support benefits all pupils irrespective of their needs. This policy, in part will define how Seven Mills has moved towards a more inclusive approach, removing barriers to learning.
4. It is recognised by the SMT that this inclusive approach will need the commitment of all staff working in the school. Only by maintaining a consistent approach will an inclusive educational environment be achieved. It is vital therefore that all staff are familiar with the contents of the policy and understand its aims.
5. The policy will outline the roles, responsibilities and obligations of the school as detailed in the Code of Practice Sept 2014.

Principles of the Learning support policy.

- Pupils should be valued as individuals with unique strengths and interests that will contribute to the school.
- All pupils should be given opportunities to experience and value success.
- All children may require additional support at some time due to academic, social, medical or environmental factors. This support maybe needed for differing lengths of time.
- Additional support should facilitate the inclusion of pupils, supporting their social and academic development, not isolating them from their class or group setting.
- All pupils need to have access to a curriculum at an appropriate level, meeting the requirements of the Early Learning Goals and the National Curriculum.
- Support is a resource to benefit all pupils, regardless of their abilities.
- SEND is a responsibility of all staff, parents and governors of the school, with the SENDCO taking the leading role in co-ordinating provision. This is to be reflected in all policies of the school.

Objectives of the Policy.

- To set out the entitlement for pupils with additional needs.
- To encourage parents, teachers and non-teaching staff to identify and respond to pupils additional needs early and outline the procedures to be followed.
- To inform parents of their rights and responsibilities as set out in the Code of Practice.
- To clarify roles and responsibilities of all those supporting learning.
- To improve communications between all those involved with pupils' learning, especially parents, support staff and external agencies.
- To raise the profile of learning support and its role in creating an inclusive school.
- To develop strategies for improving practice by monitoring so as to enable effective access to the national curriculum for all.
- To explain how the responsibilities of the school, as detailed in the Code of Practice will be fulfilled.

Role of the SEND co-ordinator.

- Ensure all staff understand the importance and the day to day operation of the SEND Learning Support Policy.
- Maintain and update a SEND register and maintain records on pupils.
- Hold highlighting meetings with staff ensuring paperwork is in place for pupils on SEND register.
- Co-ordinate provision provided for SEND pupils both internally and externally, including service level agreements.
- Liaise with outside agencies, including Educational Psychologist and SEND Section, attending meetings with external agencies contributing to shared knowledge of pupils.
- Promote partnership with parents, involving them in supporting their children and understanding of the SEND Learning Support Policy.
- Chair meetings, including annual reviews and initial planning meetings, co-ordinate outside agencies and circulate minutes and reports.
- Advise staff on target setting and intervention strategies to promote effective inclusion.
- Co-ordinate Learning Support Assistants (LSA's) for pupils with statements of SEND or support pending assessment.
- Co-ordinate the delivery of targeted intervention programmes e.g. Speech & Language Therapy programmes with class teachers and support staff.
- Liaise with transfer school when a pupil leaves or joins.
- Identify training needs and deliver or organise appropriate inset for teaching staff, teaching assistants and LSA's.
- Consult with Head Teacher and Governors on allocation and use of SEND budget.
- To review SEND/Learning Support Policy in light of monitoring responses and to reflect any changes in government legislation **and Tower Hamlets guidance.**
- To review the procedures for implementing the policy in light of changes in practice and legislation.

Staffing

Governor with responsibility for SEND

SENDCO

Mrs Isabel Epstein/

Mrs Geeta LeTissier

Miss Laura Cookson

Admission Procedures

Admission to the school for a child with SEND will be in line with the authority's admission policy. When a new pupil joins the school the SAO will provide the SENDCO with the name, DOB, year group and previous school. The SENDCO will then confirm with the previous school whether the child was included on their SEND register and request records.

Accommodation

Seven Mills is a single storey building with wheelchair access to the main entrances, ramps leading to the playgrounds and disabled shower and toilet facilities. The school has an Accessibility Plan that was drawn up by staff and Governors and which forms part of the school's Development Plan. It highlights the school's commitment to improving access for disabled persons to the environment, the curriculum and information published.

Funding

The funding the LA provides is delegated to the school in their annual budget and comprises: funding per pupil, funding for additional needs and funding for individual pupils with Education and Health Care Plans EHCPs. These levels of funding are distributed as follows:

- The school receives from the LA an amount of money per year for each pupil (AWPU). The amount varies according to the pupil's age and as the normal population within a school will clearly include some pupils with SEND it is expected that a proportion of funding should be spent on meeting SEND.
- The school's delegated budget also contains funding for meeting the additional and SEND needs of children. The measure used to determine the cohort levels of funding was the number of pupils entitled to free school meals.
- Additional funding is also allocated through an EHCP according to the severity and complexity of a pupil's special educational needs.

Teaching and Learning

We aim to have a whole school approach to children with SEND. This whole school approach includes teaching and non teaching staff and governors.

Responsibility for children with special needs is taken, and planned for, by class teachers with the support of the SENDCO and other members of teaching staff with specific responsibility for Literacy, Numeracy, Reading and Spoken Language and Communication. We aim to identify children with special needs as early as possible. This is usually done by identifying children already involved with outside agencies e.g. speech therapist on admission to nursery, children with a low score on the Foundation Stage Profile at the end of the reception year, or children who make below average progress across KS 1.

Learning support for a child may be provided by the class teacher, other teachers, the SENDCO, teaching assistants or outside agencies, as appropriate. This support may be in class or the child may be withdrawn as appropriate to need. Whatever support is chosen, it

is implemented by close liaison amongst all concerned staff with regard to the child's entitlement to a broad and balanced curriculum. Teaching Assistants communicate verbally with the class teacher, through specific observations and in some case keep a log or individual diary of activities and assessments.

In order to encourage independence and promote success for all, teachers should create a climate in their classrooms that encourages learning and enquiry, with resources as accessible as possible to the children.

Training for staff

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Training during the last academic year included:

- Interventions
- Safeguarding
- Emergency Care
- Paediatric First Aid
- Diabetes Training

Complaints Procedure

Any complaints about the school's SEND provision should be referred to the school using the school's complaints procedure.

Collaboration with other agencies

The SENDCO will work closely alongside other professionals including:

- The Educational Psychologist who will make 18 visits this academic year through a Service Level Agreement. He will assess children at various levels of need as requested by the school. He will assist with the Annual Reviews of EHCPs. He will offer advice and support to classroom teachers.
- Support for Learning Services who will work with individual children, carry out assessments and offer advice to the SENDCO and the class teacher.
- Parents' Advice Centre.
- Attendance Welfare Advisor.
- Speech and Language Service.
- School Health Team.
- Children's Services in cases where there are Child Protection concerns.
- Children's Centres.
- Feeder Secondary Schools.
- Occupational Therapy Service.
- Children's Physiotherapy Service.
- CAMHS.

Parents in Partnership

The parents of children with SEND are involved from the earliest stages. We aim to work closely with parents in setting and reviewing targets, implementing behaviour charts, monitoring progress and evaluating success. Parents are informed, verbally, in the Autumn and Spring Terms about the progress their child has made and then in writing at the end of each academic year. Parents may also be offered advice on how they can help their children at home. The school always welcomes parents and deals with concerns as soon as possible.

Governors

There is a Governor with specific responsibility for special needs who works alongside the SENDCO to review the policy each year, update the SEND register and attend meetings if requested to do so.

Staff Development

- SENDCO attends termly SENDCO Conference.
- All staff are given the opportunity to attend relevant courses wherever possible and LSAs are given training to meet the needs of the SEND children with whom they are working.
- Representatives from outside agencies, including Outreach Workers from local Special Schools are invited to lead staff meetings, run relevant training and provide advice and support for staff.
- SEND issues are kept at the forefront of school planning and thinking by providing opportunities during staff meetings and INSET sessions.
- Governors attend some INSET programmes to aid familiarity with school issues.

Monitoring and Evaluation of Policy and Progress.

- Assessment and monitoring by SENDCO and SMT.
- Feedback from parents.
- Pupils' targets being met.
- Fewer incidents of disruptive or inappropriate behaviour.
- Teachers planning for differentiation.
- Visible progress in samples of work in work scrutinies by SMT.
- Meeting of targets in the School Development Plan.
- Value Added Progress of individuals.

Policy agreed by Governors on.....

Signed.....(Head teacher)

Signed.....(On behalf of Governors)