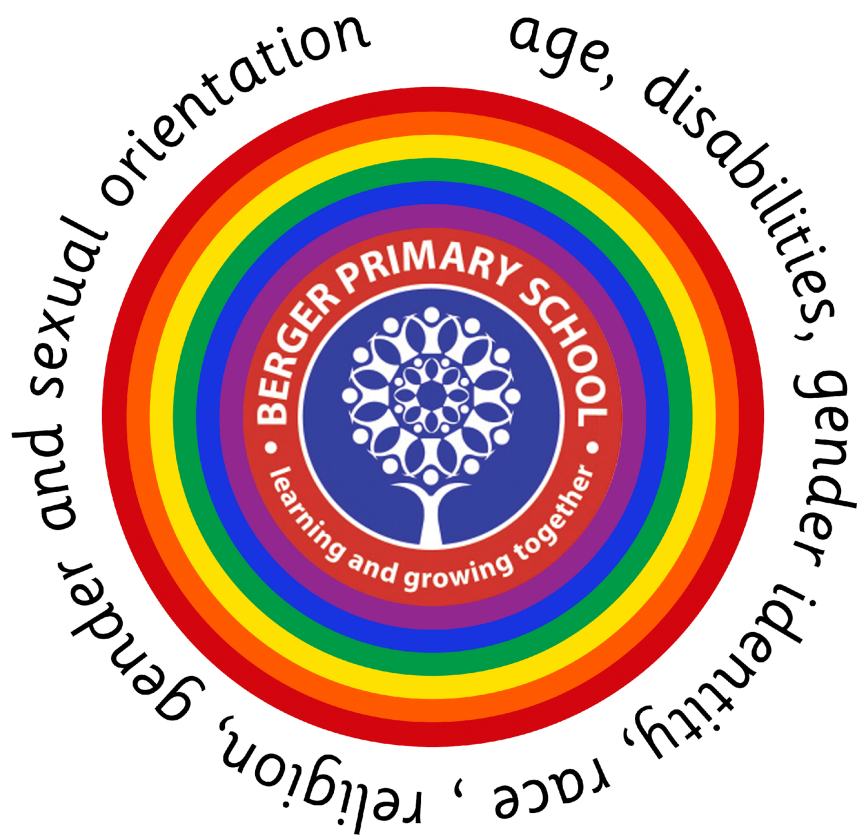


We respect each other's



# Berger Primary School

## SEND Policy

**Date of issue:**

**Spring 2023**

**Review date:**

**Spring 2024**

## **Berger Primary School**

### **SEND policy**

**2022-23**

#### **Introduction**

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

This policy should be read in conjunction with the following documents:

- SEN information report
- Behaviour policy
- Medical policy
- Wellbeing and mental health policy

It complies with the SEN code of practice.

#### **Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain how we identify and support pupils with SEN
- Share how this policy was developed and how it will be monitored and reviewed
- **Share the school's values, vision and broader aims around SEND**

At Berger Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and Inclusion is the responsibility of everyone within our school. We respect the unique contribution which every individual can make to our school community.

#### **What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the [SEND Code of Practice \(2014\)](#). This states: Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England 3 Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **What do we do at Berger Primary School to make sure that all children feel welcome, feel included and achieve their potential?**

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within this policy.

The Head Teachers and the SENCO have overall responsibility for SEND and Inclusion.

Inclusion issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This includes teaching as well as support through our rigorous monitoring cycle and consists of teaching observations, planning and book trawls, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as observations by leaders to support staff. The SENCO holds termly provision meetings, with all who work with the children, to review and set new Individual Learning targets for additionally funded pupils,

We fully involve our Governors when the SEND policy is reviewed and revised.

### **What kinds of SEN do we provide for?**

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

Area of need	Provision	Interventions
Communication and Interaction	<p>We utilise a total communication environment – visual timetables, now and next boards etc. Many of our staff are trained in the use of MAKATON, PECs and Communication Books</p> <p>We work closely with Speech and language therapists and have two trained speech and language teaching assistants.</p>	<p>We offer the following interventions:</p> <ul style="list-style-type: none"> <li>● Speech sounds work</li> <li>● Blacksheep press</li> <li>● Easylearn resources</li> <li>● Green zone conversations</li> <li>● Language for thinking</li> <li>● Looking and Thinking</li> <li>● Attention bucket</li> <li>● Colourful semantics</li> </ul>
Cognition and Learning	<p>We work closely with Educational Psychologists to better understand how to support students at school.</p>	<p>We offer the following interventions:</p> <ul style="list-style-type: none"> <li>● Nessy</li> <li>● Precision teaching</li> <li>● Memory magic</li> <li>● Toe by Toe</li> </ul>
Social, Emotional and Mental Health	<p>We work closely with R.U.N who provide play therapy and mentoring sessions.</p> <p>We are part of the Hackney WAMHS project and have a CAMHS worker in school with us every fortnight.</p> <p>We follow a whole school Zones of Regulation programme and encourage children to use tools to regulate their emotions.</p>	<p>We offer the following interventions:</p> <ul style="list-style-type: none"> <li>● Lego therapy</li> <li>● Play therapy</li> <li>● Drawing and Talking</li> <li>● Talkabout friendships</li> <li>● Playground games intervention</li> <li>● Zones of regulation</li> <li>● Key adults</li> </ul>
Sensory and Physical	<p>We have our own Sensory room and soft play room on site</p>	<ul style="list-style-type: none"> <li>● Food explorers group</li> </ul>

**Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs or disability (SEND)?**

	<p><b>Special Educational needs Co-ordinator (SENCo)</b></p>	<p><b>Nominated SEND governor</b></p>
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<i>Name</i>	Emily McCann	Jane Teague
<i>Phone number</i>	02089856280	
<i>Address</i>	Berger Primary School, Anderson Road, E96HB	

The **SENCO** manages the day to day provision for our children with SEND.

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents are:

- o involved in supporting your child's learning
  - o kept informed about the support your child is getting
  - o involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
  - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
  - Ensuring adequate records are kept detailing the support that each child is receiving.
  - Writing Individual Learning Plans (ILP), in order for class teachers to share and review these with parents at least once each term and planning for the next term.
  - Attending Local Authority Briefings to keep up to date with any legislative changes in SEN

### **Class/subject teacher**

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Head teacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEN Governor**

The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Monitoring the effectiveness of the provision in place for pupils identified with

## How does the school identify children with Special Educational Needs and Disabilities?

On starting school we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. On home visits and initial meetings we ask whether parents have any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting we use information from that setting to plan the best programme of support to develop a Transition Plan. We will also contact any specialist services that support your child.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any Special Educational Needs arising.

Any child identified as having a special educational need and/or disability is identified on the SEND register.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide expertise in finding out the type and range of the student's needs.

## What are the different types of support available for children with SEND in Berger Primary School (including those in Looked After Care)?

Type of Support	Support available
Quality first teaching	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p> <p>For children at Berger this means:</p> <ul style="list-style-type: none"><li>● That the teacher has the highest possible expectations for your child and all pupils in their class.</li><li>● That all teaching is based on building on what your child already knows, can do and can understand.</li><li>● Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.</li></ul>

	<ul style="list-style-type: none"> <li>● Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support children's learning.</li> <li>● Children may attend intervention groups or catch up groups.</li> </ul>
<b>Cause for concern</b>	<p>A teacher or parent has raised concerns that a child may need additional support. Further assessments will then be carried out either in school or by outside agencies to determine what support is required.</p> <p><b>Assess:</b> The class teacher, working with the SENCo is responsible for carrying out a clear analysis of the pupil's needs, drawing on teacher assessments, assessment and experience of the pupil.</p>
<b>SEN Support</b>	<p>A student is identified as needing extra support in school and will be receiving regular interventions and support.</p> <p><b>Plan:</b> Where it is decided to provide a pupil with SEN support, parents must be modified. All teachers and support staff who work with a pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.</p>
<b>Education, Health and Care plan</b>	<p>This type of support is available for children whose learning needs are:</p> <ul style="list-style-type: none"> <li>● Severe, complex and lifelong</li> <li>● Need a high level of individual or small group teaching</li> </ul> <p>For your child this would mean:</p> <ul style="list-style-type: none"> <li>● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.</li> <li>● After the school has sent in the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</li> <li>● After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support.</li> <li>● The EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>● Your child will receive the support as outlined in the EHC plan.</li> </ul>



<b>Looked after children</b>	Children who are in care or who are looked after will have a Personalised Education Plan (PEP). The designated teacher: <b>Yusuf E. Gleason</b> will coordinate the provision required in collaboration with the local authority and virtual school.
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- **Do:** The planned interventions should then be put into place. The class or subject teacher should work closely with any teaching assistants or specialist staff involved and the SENCO should support the class or subject teacher.
- **Review:** Reviews should take place and inform feedback into the analysis of the child's needs. The Code is not prescriptive about how often reviews should take place, but given the Code suggests schools should meet with parents three times a year, good practice would indicate that such reviews will be at least termly. The decision to involve specialists can be taken at any time and should always involve parents

#### **How are the teachers in school helped to work with children with an SEND and what training do they have?**

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton.

#### **Who will monitor and evaluate this policy?**

The SENCo, head teacher and SEND governor will carry out termly learning walks to monitor the delivery of the SEN policy. Student and parent voices will be captured termly at parents evenings to feed into the review of the policy.