SENCo – Ruth Vered (NASENCo qualification awarded 2019)

Named Governor for SEND – Emily Cass

Rationale
At Akiva School, we believe that every child should have the best possible learning opportunities and therefore we promote a positive and inclusive learning environment. We teach our children to be happy, confident and knowledgeable citizens of our community. We recognise that some children may have particular special educational needs or disabilities and we take specific action to support and encourage those children within a caring environment. Akiva children will understand and respect themselves, others and the world.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We work closely with parents/carers and outside agencies to monitor the child/young person’s progress carefully and we provide effective additional support to meet the child/young person’s needs.

Aims
We aim to:

- Work in partnership with all those involved with the child/young person’s learning including parents, teachers, support staff, senior leaders and external agencies.
- Raise attainment for all pupils, including those with additional needs
- Provide tailored support and interventions which enable and challenge children with SEND to meet their full potential

Outcomes
- To identify and provide for pupils who have special educational needs and/or additional needs.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To operate a “whole pupil, whole school” approach to the management and provision of support for SEN.
- To have a Special Educational Needs Co-ordinator (SENCo) to oversee, coordinate and manage provision.
- To provide support and advice for all staff working with pupils with special educational needs.
- To remove barriers which impact on progress and achievement.
How we identify SEN

At different times in their school career, a child/young person may have a special educational need. The SEN Code of Practice 2015 defines SEN as:

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institutions.”

Early Identification and Intervention

Teachers are responsible for the progress and development of all children in their class, including pupils accessing support from teaching assistants or specialist staff. All children have an entitlement to Quality First Teaching (QFT) which is appropriately adapted to meet their needs. The quality of teaching for all pupils is regularly reviewed. This includes reviewing and developing teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

If a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need. In this instance an Initial Concern Form will be completed by the teacher, in consultation with the parents or following a concern raised by the parents. The Headteacher and SENCo will then discuss these along with deciding on the next steps to take. The Graduated Approach is used to identify and meet the children’s special educational needs and disabilities. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review.

The teacher and SENCo will consider all information about the child; Concerns will be discussed with the pupil and family; further assessments / observations may be carried out in school; where necessary, and with parents’ permission, further advice and assessments may be sought from external professionals. Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil’s name will go on the SEN Register. Parents will be formally informed that special educational provision is being made. The SEN Register is looked at termly by the SENCo in collaboration with the teaching staff, to see how children are progressing and if they need to remain on the register.

An SEN Support Plan will be devised with the SENCo, class teacher and parents, setting SMART (Specific, Measurable, Achievable, Realistic, Time-limited targets) targets for the pupil/young person whose needs cannot be met through QFT, with a review date set. A decision will be made about whether the school can meet the need from what is ordinarily available (See Barnet’s Local Offer for the Ordinarily Available Document) in the school, or whether additional provision is needed. Progress will be reviewed at least termly and adaptations or alterations made to the provision.

At Akiva all staff use Edukey to analyse the impact of interventions and track pupil progress.
The SEND Code of Practice (2015) describes four broad areas of need. A child/young person may have one or more of these needs and these are stated on the SEN Register and on their SEN Support Plan. These are:

**Communication and interaction**

Children may have difficulty communicating with others, saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with autism are likely to have particular difficulties with social interaction.

**Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and/or mental health difficulties**

Children may experience a wide range of social and emotional difficulties which may impact on learning. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), who are likely to need specialist support to access education.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to them.

Sometimes children’s progress and / or attainment may be affected by issues that are not related to SEN. These include:

Disability (schools are required to make “reasonable adjustments” for pupils with disabilities);
Poor attendance and / or punctuality; Health and welfare, e.g. chronic health conditions such as sickle cell; Family issues such as bereavement; Children learning English as an additional language; Children known to be more vulnerable to underachievement including children in receipt of Pupil Premium and Looked After Children.

**Inclusive Education**

We ensure that children with special educational needs and disabilities are involved, at their own level, in all activities alongside the other children in the indoor and outdoor classrooms and in the playgrounds. In order to make appropriate and effective provision or adaptations, we collect information from the child, staff, support staff, parents/carers and outside
agencies (where appropriate) to find out about the child/young person’s area of needs: in relation to the 4 areas of need mentioned above.

- We encourage and support children with special needs and disabilities to play and interact confidently with other children and to make a positive contribution.
- We develop activities and experiences to raise the other children’s awareness of positive images of disability and difference.
- We plan a wide range of learning activities and experiences to help all the children to participate and learn. Where necessary, we differentiate some learning activities and experiences and may provide alternative formats or additional equipment and resources for particular children.
- We use a range of strategies to engage the children as they work and play and we provide learning activities to suit individual children’s most effective style of learning.
- Each child’s needs are planned for carefully and strategies developed to support the child’s learning and well-being, these may include learning breaks, access to sensory equipment and possibly a parallel curriculum.

**Partnership with Parents/Carers**

- We encourage parents/carers to work closely with staff to support their children’s individual needs. We make time to focus on discussions of the children’s strengths, as well as their difficulties.
- We check that the parents/carers understand the graduated procedures of interventions.
- We respect the different perspectives and needs of parents/carers.
- The SENCo and other staff ensure that there is regular communication and consultation with parents/carers.
- We consult with parents/carers about information that should be shared with others.
- We help parents/carers to access further information and support for their children.
- For parents/carers who have a child with an EHCP (Education and Health Care Plan) we ensure these are reviewed annually through the yearly Annual Review format.

**Multi-Agency Collaboration**

Where the school considers that an external professional or agency should be involved, this will be discussed with the family. No referral will be made to any agency without the agreement of the family and contents of referral forms and letters will be shared with parents prior to referral on request. Likewise, if parents commission an external professional to assess or observe their child, please ensure the school are informed and contact made via the SENCo.

The school may request permission to refer to one or more of the following agencies mentioned below this paragraph. Referral processes vary slightly between agencies and across Local Authorities. Some require the completion of a single referral form, while others need additional evidence or require the completion of a Common Assessment Form (CAF).
The agencies could be:

**Health** – Health Visitor, School Nurse, Child Development Clinic, Audiology, Speech and Language Therapy, Occupational Therapy and Physiotherapy. A referral to CAMHS or Primary Project requires completion of Common Assessment Form (CAF).

**Education** – Educational Psychology team, Specialist Team (advisory teachers for SEND).

**Social Care** – Children and Families, Intensive Family Focus Team, CAF team.

Any advice received will be shared with the SENCo and family and incorporated into the provision for that pupil. The impact will be measured through regular pupil progress meetings, monitoring of targeted interventions and through discussions with families.

A small minority of children have needs that cannot be fully met from the school’s available resources (delegated budget) or through the Local Offer. In these cases the school or parent can make a request for additional funding from the local authority’s high needs block funding via an Education and Health Care Plan (EHCP). Further information for parents wishing to request assessment for an Education and Health Care Plan for their child is available from the SENCo. Once an EHCP has been obtained, external professionals involved in working with the pupil are able to work in school with them, as long as they have the correct registered qualifications.

**Role of the SENCo**

- Overseeing the day-to-day operation of the school’s SEND policy.
- Coordinating provision for children with SEND, and deploying SEND Teaching assistants effectively to support children’s needs.
- Liaising with and advising class teachers.
- Half termly meetings with the SEND Governor, discussing school and Borough based issues and sharing updates occurring in school.
- Providing a termly SEND update report to the Governors’ Curriculum Committee.
- Overseeing the records of all children with SEND.
- Liaising with parents and carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local nursery providers and secondary schools so that support is provided for pupils’ transition between settings.
- Liaising with external agencies including the LA’s support and educational psychology services, health and social services and voluntary bodies.
- Coordinating and developing school based strategies for the identification and review of children with SEND.
- Maintaining and monitoring pupil interventions which detail the various programmes and arrangements in place to meet identified needs.