



A.S.P.I.R.E. Achieve Succeed Persevere Inspire Respect Enjoy

Learning Together, Learning for Life.



# HENRY GREEN PRIMARY

## SEND Policy and Information Report

### 2023-24



Approved and Agreed by the Governing Body:

Signed (Chair of Governors)

*J. C. Withnell*

Date: 10.5.23

Review Date: May 10<sup>th</sup> 2023

Address:

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This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

**Article 3**

All organisations concerned with children should work towards what is best for each child.

**Article 6**

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

**Article 12**

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

**Article 16**

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

**Article 18**

Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

**Article 19**

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 28** (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## Our core values

At Henry Green we **A.S.P.I.R.E.**

**Achieving** our best and striving to improve.

**Succeeding** in all that we do and valuing the success of others

**Persevering** in the face of challenges and learning from our mistakes.

**Inspiring** others and being inspired.

**Respecting** everyone and seeking to earn their respect.

**Enjoying** learning and looking forward to future learning.

## Our aims

- To provide a caring, healthy and safe community, respecting each other and our environment.
- To promote the highest standards of teaching, learning, progress and achievement.
- To develop independence, creativity and team work.
- To work hard to achieve our very best and enjoy learning together.
- To strive to be responsible citizens, now and for the future.

We aim to provide a fully inclusive education for all of our pupils, by providing a safe, stimulating and happy learning environment; where children feel comfortable and motivated to learn and challenge themselves on a daily basis. Our staff encourages all children to become independent learners and achieve to their full potential. It is our aim to ensure that all children's needs are identified and understood by all (staff, parents and children). We actively promote respect, compassion and responsibility towards each other, our learning environments and the wider community.

The purpose of this policy is to outline how pupils with Special Educational Needs and Disabilities (SEND) are identified and assessed in line with the Code of Practice (2015) at Henry Green Primary School.

## 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 SEND 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 SENCO**

Our school Special Educational Needs and Disability Co-ordinator (SENDCo) is **Hollie Westmore**, who is a qualified teacher and has achieved the National Award in SEND Co-ordination.

The SENDCo has a responsibility across the school, to ensure full operation of the SEND policy and coordination of the provisions put in place to support specific and individual pupils with SEND. The main responsibilities of the SENDCO are:

- Co-ordinating, monitoring and tracking provisions for children with SEND
- Liaising with Class teachers, support staff and parents with regards to SEND provisions.
- Ensuring that the school has up-to-date records for all pupils with Special Educational Need and Disability.
- Working closely with senior leaders to ensure that the overall SEND provision is highly effective.
- Drawing upon relevant and the most up to date research to drive standards and disseminate to staff members.
- Liaising with and being the key point of contact for external agencies, such as Speech and Language therapist, the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### **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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

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

- Communication and Interaction, for example, Autism, Speech and Language Communication Needs
- Cognition and Learning, for example, SLD, Dyspraxia and Moderate Learning Difficulties
- 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

A child with a SEND could be identified through a variety of ways including:

- recordings from a previous setting
- admissions meetings
- expression of parental concern
- referrals made by teaching or support staff
- observations of pupil
- assessments
- data analysis
- use of the borough banding document

Once a child has been identified to have a special educational need and/or disability, it is the SENDCo/school's responsibility to ensure that the individual child's needs are identified, understood and met through additional and targeted provisions. The SENDCo will work with class teachers and support staff to implement provisions – specific to individual needs – such as targeted interventions, target setting through the means of an Individual Education Plan and strategies that can be used as a support mechanism within the classroom. All SEND provisions are monitored, implemented and set following the Graduated Approach.

### 5.3 Consulting and involving pupils and parents

The class teacher will meet with parents at least **three** times a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information Miss Westmore is available to discuss support in more detail. You are welcome to make an appointment, to meet with either the class teacher or SENDCo, to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have a pupil passport created to ensure the adults around your child understand their needs, interests and triggers. This passport will be created with your child's input to ensure it is personalised and effective.
- If your child has complex SEND, they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

## 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**.

### Graduated Approach

The Graduated Approach is a model of action and intervention to help support pupils with SEND. The approach follows a four-part cycle, where decisions, actions and provisions are discussed, evaluated, refined and implemented on a regular basis in collaboration with the SENDCo, class teachers, parents and individual pupils.

The four-part cycle includes:

- **ASSESS** – the SENDCo and class teachers will assess individual children (who have an identified are of SEND or are causing concerns) using school assessment tools and teacher assessment. These assessments can include banding children's needs using the borough-banding document or it could include observing pupils during their lessons.
- **PLAN** - – Parents must be notified and should meet with the class teacher/SENCo to agree adjustments, IEP targets, interventions and support. The plan will outline expected progress and development or behaviour with a clear date for review.
- **DO** - The class teacher should remain responsible for working with the child on a daily basis where a child is involved in interventions; they still remain the responsibility of the class teacher. Teachers should work closely with any support staff or specialist staff involved, to plan and assess the impact of the support and how they can be linked to the classroom teaching. It is the responsibility of all staff to ensure that pupils with SEND are given opportunities to work towards achieving their IEP targets.
- **REVIEW** - The effectiveness/impact of support should be reviewed on the agreed date. Support should be revised in light of evaluation – any changes to the support and outcomes should be made in consultation with the parent and pupil. IEP targets are reviewed in collaboration with class teachers, pupils and parents on a half termly basis.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At Henry Green;

- We liaise with previous settings pre admission
- Share all documents with new settings
- SENDCo attends SENDCo networking meeting to discuss Secondary transitions
- Towards the end of the academic year, all SEND children have the opportunity to meet with their new class teacher (for following academic year) following a transition programme set by the SENDCo
- All staff attend a handover session, where all relevant information is shared with the new teacher.

## 5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

### Pupil Passports

All our pupils with SEND have a Pupil Passport. This is a personalised learning plan, which details how best to support the children in their learning. These are produced in consultation with the pupils, parents, teachers and SENDCo and continually reviewed and monitored.

We will also provide the following interventions:

- 1:1 Speech and Language sessions
- Block sessions with a Speech Therapist
- Speech Link intervention with LSA
- Referrals to SALT
- Social Skills (small groups)
- Workstations
- SCERTS Assessments
- Boxall groups
- Sessions with the School Counsellor
- Support from Learning Mentor/SENDCo
- Behaviour Support
- Liaise and discuss needs with parents
- Nesy Quest
- Educational Psychologist
- Phonics boosters
- EAL intervention (small groups)
- Fine motor skills intervention
- Pre/Post teach sessions (1:1 or in small groups)
- Fine motor skills groups
- Occupational Therapist referral/support
- Hand gym
- Early morning work – fine motor skills based
- Access to range of technology if needed
- External agencies
- Sensory Circuits
- Sensory Room
- Soft play
- Attention bucket
- Trampoline sessions
- Swing sessions

## **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 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.

Children who attend Henry Green Primary School who are working within the engagement model, explore and learn in the yellow room. This room is designed to allow children to work on their EHCP outcomes through child-initiated learning and a child led approach. They are also able to access learning through workstations where adults use the TEACH approach to support them. Children are able to transition between their classroom and the yellow room.

## **5.8 Additional support for learning**

We have Learning Support Assistants who are trained to deliver interventions

LSAs will support pupils on a 1:1 basis, in small groups and when additional support is required.

We have two In school Provision (ISP) classrooms to support children with more complex needs.

## **5.9 Expertise and training of staff**

- The SENDCo has undertaken the accreditation programme for SENDCo
- The Inclusion Lead is a highly experienced school Senior Leader
- The headteacher and assistant headteacher both hold the SENDCo qualification
- Our LSA team have had training in delivering Reading, Spelling, Phonics and Maths interventions. They have also had training delivered by Leadership from local Special School (Trinity) and Autism consultant.
- The school also has an LSA who has had Speech and Language Therapy training. They are therefore able to deliver Speech and Language sessions to pupils according to their individualised reports
- We have LSAs and a Learning Mentor who have had training in setting up and delivering nurture groups
- All teachers and LSAs in the Early Years Foundation Stage and Key Stage 1 are trained in the delivery of The Read, Write Inc programme
- As a staff, we have regular training and updates of SEND conditions, Medication use and Resources

## **5.10 Securing equipment and facilities**

We ensure that all children, who have Special Educational needs, are met to the best of the school's ability with the funds available. We will often allocate Learning Support Assistants, who are funded by the SEND budget, to deliver programmes designed to meet groups of children's needs. The school may receive an additional amount of 'Top-up' funding and/or apply for Dowry funding for pupils with higher levels of needs. The budget is allocated on a needs basis.

## **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Children complete PASS questionnaire
- Pupil progress meetings
- Annual reviews

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school- who do not have SEND**

- 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) to Kingswood.
- 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 the schools website – on how the school caters for children with disabilities.

## **5.13 Support for improving Emotional and Social Development**

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being.



The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENDCo / Inclusion Lead or Assistant Headteacher (SEMH Lead) for further advice and support. This may involve working alongside outside agencies, such as Health and Children's Services and/or the Behaviour Support Team.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school to discuss this with the SENDCO. This may include medicines for life threatening conditions or required for a long term illness, such as asthma and diabetes. In such cases, a Care Plan may be put in place according to the directions of the School Nurse. School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

The school has a Learning Mentor who is here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- Children referred to the Learning Mentors may have difficulties with: feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including: Children's Services and the Police
- The school's Social Inclusion Officer also tracks attendance for all pupils in school. Parents will be informed of a pupil's lateness and attendance throughout the year
- Supporting parents to gain access to learning through workshops led by various staff members  
Help parents to access areas of health needs

We have a zero-tolerance approach to bullying and Peer on peer abuse-see Bullying Policy and Child protection and Safeguarding Policy.

## **5.14 Working with other agencies**

### **External Agencies**

In some cases, children with a special educational need and/or disability may require additional support; extra support or provisions can be obtained through external agencies.

External agencies, which can offer additional support include:

- Speech and Language Therapy (SALT)
- Educational Psychologists (EP)
- Occupational Therapy (OT)
- Child & Adolescent Mental Health Services (CAMHS)
- Community Paediatricians
- Social Care/Family Support
- Learning Centres
- School nurse
- Behaviour support

## **5.15 Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the Inclusion Lead - Ms Daley - 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:

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

## 5.16 Contact details of support services for parents of pupils with SEN

Carers of Barking and Dagenham  
334 Heathway, Dagenham, RM10 8NJ  
020 8593 4422 [carers@carerscentre.org.uk](mailto:carers@carerscentre.org.uk)

## 5.17 Contact details for raising concerns

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENDCo / Senior Leader for Inclusion- 02082704466

## 5.18 The local authority local offer

The Barking and Dagenham Local Offer can be found at  
<https://www.lbbd.gov.uk/residents/schools-and-learning/special-educational-needs-sen/sen-in-schools/childs-educational-entitlement/schools/childs-educational-entitlement/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and Inclusion Lead **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 Policy
- Supporting pupils with medical conditions
- Admission policy
- Attendance policy
- Equality plan