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Special Educational Needs and Disabilities Policy

The member of staff responsible for managing the school's provision for children needing SEND support is the Co-ordinator (SENDCo) James Baxter.

He can be contacted on the school phone number 0207 254 4330, via email information@londonfields.hackney.sch.uk or in person at the school office.

He is a member of the school's Senior Leadership Team.

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Introduction

London Fields School aims to promote equal access to learning by catering for and integrating pupils with Special Educational Needs and Disabilities (SEND) into the academic and social life of the school. We recognise that children have different educational, communication, emotional and social needs and we work together to enable pupils to maximise their attainment and progress.

Children may have SEND either throughout or at any time during their school career. The SEND Policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

Every teacher at London Fields School is a teacher of SEND: they are responsible for every child in their class, including those with SEND. Quality First Teaching with an adaptive approach is fundamental to the school's provision and is the first line of support provided to all children, and will be sufficient in meeting most educational needs presenting in the classroom.

Some children will have needs that present an ongoing barrier to their learning, and therefore will require additional support in school. Through consultation with parents, the school will then put in place a range of low-level interventions and/or classroom adjustments so as to help the child overcome these barriers. This will involve the child being added to our SEND Register. This process of support is reviewed regularly by the school and in collaboration with parents.

If the additional support put in place is not sufficiently meeting a child's needs, then in a few cases the school will – with parental consent – seek further advice from external professional services, such as Speech and Language Therapy, Educational Psychology or CAMHS (Child and Adolescent Mental Health Services). The work carried out by these professionals then informs the school on recommended strategies for a higher level of support. Again, this process is reviewed regularly.

Collaboration with families is central to our delivery of effective SEND support and we welcome impactful dialogue formed through effective communication, mutual understanding and a commitment to building a positive relationship centred on the child's wellbeing and success as a learner.

To reflect this commitment, this Policy has been agreed following consultation with parents, staff and children.

Aims and Objectives

London Fields School aims to:

- *Identify the roles and responsibilities of staff in providing for children with SEND*
- *Enable all staff to play a part in the identification of pupils with SEND and address their individual needs*
- *Identify children with SEND as early as possible, so as to ensure the right support is provided at the right time*
- *Include all pupils by providing access to a broad and balanced education through whole class, small group teaching and individual programmes of support*
- *Provide a curriculum that is relevant and differentiated to meet the specific needs of individual children*
- *Integrate pupils with SEND effectively alongside their peers*
- *Work with parents to understand and support children's learning at home and at school*
- *Ensure that children have a voice in this process and their views are listened to*
- *Ensure that children are fully prepared for transition whether this is for secondary transition, or to a specialist placement or another primary school.*

Special Educational Needs

We consider a child to have SEND if he or she experiences difficulties with one or more of the following:

1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, mental and emotional health*
4. *Sensory and/or physical need*

Many children have difficulties that fit in one area of need, some have needs that cover several areas and for others the precise area of need is not initially clear. We therefore consider the needs of the whole child and not just their areas of difficulty.

An initial assessment of need is made by the teacher and a plan of support is agreed and implemented. This will be subject to review, at least termly. If progress is not sustained the review procedure will include the SENDCo and possible referral to more specialist professionals external to the school, as described above.

A graduated approach to SEND Support

The aim of our approach to identifying and supporting children with SEND is to ensure that every child with SEND receives help and support at an appropriate level of intervention. For the majority of children, the ultimate aim is to build a full picture of their needs, remove any persistent barriers through timely support and work towards a gradual reduction of scaffolding as the child flourishes.

This is referred to as a graduated approach in addressing SEND. Initial identification is the responsibility of the class teacher, unless the child transfers from another school or comes with an Education, Health and Care Plan. The process begins with the professional judgement of the class teacher and is supported by assessment data.

- *Teachers are accountable for the progress and development of all children in their class*
- *Teachers set high expectations and promote good progress and outcomes*
- *Teaching is adapted to respond to strengths and needs of all children*
- *Regular assessment is used to monitor progress and to adjust teaching and any additional support*
- *Behaviour is effectively managed to ensure a purposeful and safe learning environment*
- *Additional interventions and support are not used to compensate for a lack of quality teaching*
- *Assessment data is regularly reviewed with senior managers and if a child is not making expected progress adjustments to teaching or additional support may be put in place. This may include improving the teacher's knowledge of interventions*
- *Progress and effectiveness of any additional support is reviewed at least termly. If progress continues to be of concern as support becomes more refined there will be consultation with the SENDCo and a new plan agreed. This may include placing the child on the SEND register under the category SEND Support*

Managing pupils on the SEND register

- *The SEND register is managed by the SENDCo. Children will be added to the register with the consent of parents*
- *When a child is added to the register they will have a Pupil Passport, which identifies areas of development, (also known as an Individual Education Plan (IEP)), and is reviewed by the class teacher, parent and child at least termly*
- *Any additional provision, such as a language programme, will be added to a Provision Map managed by the SENDCo*
- *If a child is not making progress parents will be consulted about a referral to external agencies for specialist advice*

- *If a child is of significant concern, fails to make sufficient progress and the level of support required exceeds what can be expected from the school's resources, the school will explore with the parents whether an Education, Health and Care Plan should be applied for. This process will take into account the child's views and aspirations as much as is possible*

Criteria for exiting the SEND register

If a child meets their identified areas of development and their progress is broadly in line with peers and is sustainable, their name will be removed from the SEND register. This will follow discussion with parents and child.

Supporting Pupils and Families

Parents can find more information about the services and support provided by the Local Authority from the [Local Offer on the Hackney Education website](#). More information about the school provision can be obtained from the school's SEND Information Report on the London Fields School website or from the school office.

Other agencies the school works with that can also support families include: Hackney Ark, centre for children and young people with disability and special educational needs; Homerton Row Child and Adolescent Mental Health Service (CAMHS); First Steps, Early Intervention and Community Psychology Service and Young Hackney

Admissions and transitions

London Fields is an inclusive school. We do not discriminate against any child and we follow Hackney's admission procedure regarding children with SEND.

At routine admission interviews, parents are asked whether their child has any developmental or additional needs and it is important that we have a good picture of these before the child starts, so that any necessary arrangements can be made to ensure a smooth transition.

When a child transfers from another setting, a request is made for information from the previous school. This will include any information regarding SEND.

If there is a history of a continuing special need the SENDCo and class teacher are informed. This information helps the school to make provision for the child and to liaise with the relevant professionals at an early stage.

For children with a Statement of SEND or an Education, Health and Care Plan (EHC Plan) the Local Authority will consult with parents and the school will then be consulted as to whether it can meet the child's needs.

For children transferring to secondary school who have SEND the SENDCo will liaise with the new school and may arrange a meeting with the new SENDCo so that information is transferred and a smooth transition programme is planned. If a child with a Statement or EHC Plan transfers to a new school a transition plan will be agreed with the new SENDCo.

When children transfer within school to new classes in September information is shared between current and new teachers and the SENDCo provides information that is held in the Class SEND folder. For some children with SEND additional information is provided for the child to access at home during the school holidays to prepare them for the new class and teacher.

Supporting Children with Medical Conditions

London Fields School recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEND and may have a Statement or an EHC Plan which brings together their educational provision and health and social care needs.

For more information on the support given to children with medical needs see the Medical Needs Policy.

Monitoring and Evaluation of SEND Provision

- *SEND provision is subject to evaluation in line with whole school provision*
- *A Provision Map is used to evaluate effectiveness of the additional support and track pupil progress within their areas of development*
- *Attainment data, work reviews and observations are used to evaluate the quality of provision*
- *Feedback is taken from parents and children at review meetings*
- *The governing body and link SEND governor have a strategic overview of school provision. An annual report is presented to governors and the SENDCo meets with the link SEND at least twice a year.*
- *External agencies are also involved in the monitoring of interventions*
- *Review is used to refine and plan the next steps and will be incorporated into the child's new Pupil Passport*

Training and Resources

- *The school is required to set aside a notional SEND budget from the core funding received from the Local Authority. This money is used to fund the additional level of support for children with SEND. Some of this money is used to buy in services and external professionals who provide training to school staff*
- *Training needs are identified as part of the staff appraisal cycle and wider whole school training is identified as part of the whole school development plan*
- *Training needs specific to SEND reflects the needs of the current cohort of children with SEND and these needs are identified by the SENDCo, often in conjunction with external professionals*
- *All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain systems around the Special Educational Needs and Disability provision and practice and to discuss the needs of individual children*
- *The SENDCo regularly attends the Hackney SENDCo conferences and training events*

Roles and Responsibilities

- *The link governor for SEND has specific oversight of the school arrangements for SEND and disability*
- *The teaching assistants are line managed by the SENDCo. They are aware of the child's targets and work with the class teacher to support the child and to deliver any additional interventions that have been identified. They also work with any external professionals, for example a specialist teacher, who support the child and act on their advice*
- *Alex Hurst and Sharon Taylor are the senior members of school staff with specific safeguarding responsibility*
- *Sharon Taylor and Alex Hurst are the members of staff responsible for Pupil Premium Grant and Looked After Children funding*
- *James Baxter is the member of staff who is responsible for managing the school's responsibility for meeting the medical needs of pupils*

Storing and managing information

SEND records are kept within the child's SEND folder on the school's secure internal Drive. These files are treated as confidential and will be handed over to new settings at the time of transfer.

Accessibility

London Fields School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community; be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the Equal Opportunities Policy.

The Accessibility Plan is available to view on the school website.

Dealing with Complaints

Any complaint with reference to SEND provision should initially be made to the SENDCo who will investigate and respond. If the situation cannot be resolved at this level the Headteacher will be involved in the process to seek a resolution.

The Complaints Procedure will be followed if the complaint cannot be informally resolved with the Headteacher and SENDCo.

The Complaints Policy can be found on the school's website.

Bullying

The school takes the issue of bullying seriously and all staff actively support the School's Positive Relationships (behaviour) Policy.

The school's response to bullying, including mitigating risks of bullying of vulnerable learners is covered in the School's Positive Relationships Policy which can be accessed on the school's website.

This policy will be reviewed annually.

Further information can be obtained from the School's SEND Information Report