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As a federation, and as individual schools, we are committed to the wellbeing of all our community and endeavour to ensure that every member is valued regardless of age, gender, class, disability, ethnic heritage, religion, special educational needs or sexual orientations. We believe it is the right of all members of our community to be included in all aspects of school life, have access to school information and participate in all activities - these are integral parts of each school's culture and ethos. Policies are formulated and implemented with these principles in mind.

Special Educational Needs & Disabilities (SEND) Policy

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CHBP Special Educational Needs & Disabilities (SEND) Policy

Contents

INTRODUCTION	2
ABBREVIATIONS:.....	2
1.DEFINITIONS	2
2. AIMS AND OBJECTIVES	3
3. ADMISSION ARRANGEMENTS AND LIASION WITH OTHER SCHOOLS	4
4.TEACHING AND LEARNING.....	5
5. ROLES AND RESPONSIBILITIES	6
6. FACILITIES AND RESOURCES.....	7
7. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS.....	8
8. GRADUATED APPROACH AND PROVISION FOR PUPILS WITH SEND.....	8
9. REFERRALS AND REQUESTS FOR SUPPORT FROM EXTERNAL AGENCIES.....	11
10. EDUCATION HEALTH CARE PLANS (EHCPs)	12
11. WORKING IN PARTNERSHIP WITH PARENTS/CARERS.....	13
12. COMPLAINTS PROCEDURE.....	14
13. EVALUATING THE SUCCESS OF THIS POLICY.....	14
14. RELATED LINKS	15
SEND code of practice: 0 to 25 years	15

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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INTRODUCTION

This Special Educational Needs and Disabilities (SEND) policy will have due regard for the **SEND Code of Practice: 0-25 years** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>. The code explains the duties of local authorities, health bodies, schools and colleges to provide for those with **special educational needs** under part 3 of the Children and Families Act 2014 when carrying out its duties towards all pupils with SEND. This policy complies with schools' duties under the Equality Act 2010. It reflects national and local policy and current conceptions of 'best practice' for pupils with SEND.

This policy should be read in conjunction with other Church Hill and Brunswick Park (CHBP) Federation and individual school policies. In particular, the Equal Opportunities Policy, Accessibility Plan, Behaviour; Anti-Bullying and Safeguarding. It should also be seen as part of the **Equalities Policy** to reflect the Federation's identification of barriers to learning and participation and planning of appropriate provision to meet pupils' diverse needs.

ABBREVIATIONS:

The following abbreviations may be used in this policy:

EHCP - Education Health Care Plan

EHCPNA-Education and Health Care Needs Assessment

LA - Local Authority

SEN - Special Educational Needs

SEND - Special Educational Needs & Disabilities

SENDCo - Special Educational Needs and Disability Co-ordinator

SSP - Special Education Needs Support Plan

1. DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

Children have SEND if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- have a **significantly greater difficulty in learning** than the majority of children of the same age;

- have a **disability** that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA).

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.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Special Educational Provision means:

"Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services." (Code of Practice 2014 6:2).

According to the Code of Practice 2014, SEND and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

2. AIMS AND OBJECTIVES

The aims and objectives of our SEND policy and provision are:

1. To identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development.
2. To ensure that these children are given appropriate support to allow each child access to the Early Years Foundation Stage Curriculum or National Curriculum based on the assessment of their needs.
3. To ensure an inclusive approach for children with SEND by ensuring children are fully included in all activities of the school in order to provide them with a broad and balanced curriculum.
4. To work in partnership with parents/carers and other relevant parties, accept and value their contribution and involve them fully in decisions made about their children's education
5. To liaise with outside agencies and other schools to ensure effective and cohesive support
6. To listen to the voice of the pupil and parent/carer and to involve pupils with SEND in the review process

Parent Partnership

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. CHBP Federation recognises that parents/carers hold key information and have knowledge

and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Pupil Voice

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will, wherever possible, be encouraged to participate in all decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Inclusive Teaching

Provision for children with SEND is a matter for the school as a whole. The governing body, Executive Head Teacher, Heads of Schools, SENDCo and all members of staff have important day-to-day responsibilities in ensuring effective provision for pupils with SEND.

All teachers are teachers of children with special educational needs.

3. ADMISSION ARRANGEMENTS AND LIASION WITH OTHER SCHOOLS

Admission arrangements are in accordance with Barnet Council's Admission Policy:

- Prior to a child attending CHBP Federation all relevant SEND information is sought. Consultations from the LA are carefully considered with regards to the pupil's identified needs and requests accepted or declined in accordance with the ability to meet these at each school.
- When a child leaves CHBP Federation, all of his/her SEND records are transferred to the receiving school;
- All transfers between schools are planned, monitored and supported to ensure successful outcomes for the children;
- Annual reviews of Education Health Care Plans (EHCPs) for Year 6 children may involve inviting a representative from the receiving school and a caseworker from Barnet SEN Admin team may also attend the annual review where appropriate. Where a child is on the SEND Register but does not have an EHCP, the SENDCo from the appropriate Secondary School may be invited to a meeting / phone conference to discuss the child's needs.

Early Identification of pupils with SEND

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning already established during their previous schooling experiences. If the child already has an identified special educational need, this information should be transferred through the previous setting and the SENDCo and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessment;
- provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- involve parents/carers in implementing a joint learning approach at home.

- Continue work with other professionals to ensure a coproduction and collaboration for maximum impact.

Pupils with English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there, or arise from SEND. Parental advice regards their abilities in their home language will be sought.

4. TEACHING AND LEARNING

Teaching children is a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of assessing, planning and teaching which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Every interaction is an intervention.

The Code of Practice 2014 clearly sets out expectations for the teaching and learning of children with SEND.

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils." (Code of Practice 2014 6:5).

At CHBP Federation, we have the following expectations with regards to the teaching and learning of children with SEND:

- High quality first teaching for all pupils but differentiated for individual pupils;
- The importance of a broad and balanced, inclusive curriculum, offered to all pupils;
- Children with SEND are set realistic targets whilst maintaining high expectations;
- The importance of regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement; and the matching of learning provisions to the pupil's needs;
- The regular assessment of children with SEND to ensure that they are making progress and that the support in place is appropriate.
- Individualised risk assessments and adaptations to reflect the present Guidance and provisions for Remote learning.

The Code of Practice 2014 describes these requirements as follows:

"Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work." (Code of Practice 2014 6:5).

5. ROLES AND RESPONSIBILITIES

Governing Body	<p>CHBP Federation's governing body has appointed a member with a specific brief for SEND. The governing body ensures that necessary provision is made for any pupils with SEND. The governing body reports to parents/carers annually on the implementation of the school's policy for pupils with SEND. School governors have a responsibility to ensure that all teachers are made aware of the importance of identifying children with SEND and also of making suitable provision for such children and to support the Federation's endeavours in this respect.</p>
Executive Head Teacher Heads of Schools	<p>The Executive Head Teacher has responsibility for managing the budget for provision for children with SEN. They will keep the Governing Body fully informed and work closely with the SENDCo and the SEN Governor.</p>
The SENDCo (Assistant Head Teacher for Inclusion)	<p>The Assistant Head Teacher for Inclusion, in conjunction with the Head of School and the SEN Governor, manages day to day issues regarding SEND as well as leading areas of development. The key responsibilities include:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the school's SEN policy; • Overseeing provision for children with special educational needs; • Liaising with and advising the school community including teachers and teaching assistants; • Overseeing the records of all children with SEND in accordance with Data Protection regulations; and other legal requirements, • Liaising with parents/carers of children with special educational needs; • Maintaining the SEND register and SEND Information Report, ensuring termly updates; • Enabling termly APDR cycle is completed including pupil progress meetings, parent consultations, overseeing interventions to meet the pupils' needs; • Monitoring the progress of pupils with SEND and the impact of interventions; • Contributing to the in-service training of all staff; • Liaising with external agencies including the local authority's support and educational psychology services, health and social services, and voluntary bodies; • Keeping abreast and implementing local and national recommendations and research based theories; • Ensuring appropriate provision is in place for children, where necessary (including remote learning);
Class Teachers	<p>All teachers make provisions for pupils with special educational needs. The class teacher is primarily responsible for planning and teaching those in his/her class with SEND and for adapting the Curriculum accordingly. Teachers identify needs (with use of LA identification of need processes), write SEN Support Plans (SSP) for children in their class which, reflect the adaptive teaching opportunities. All class teachers have access to relevant</p>

	information for any SEND pupils in their class. Class teachers are responsible for regularly monitoring the progress of their pupils in relation to intervention programmes. They are the first port of call in the partnership with parents.
Teaching Assistants	Teaching Assistants liaise closely with the year group phase leader and class teacher to implement the SEN Support Plans (SSPs). They ensure that intervention logs are maintained in order to monitor children's progress. They will also work jointly with the class teacher to support inclusive teaching approaches in the classroom.

Working in partnership with parents/carers to identify and assess pupils with SEND

CHBP Federation encourages parents/carers to play a positive and active role in the education of their child through the development of mutual respect and partnership with the school.

Parents/carers are consulted and informed at every stage of their child's progress, through discussion with the class teacher and/or the Assistant Head for Inclusion. Their views, knowledge and experience are sought, welcomed and valued when assessing, making decisions and reviewing the progress of their child.

If a parent/carer raises a concern, the class teacher will collect and assess any evidence and discuss the situation with the parent/carer and complete a concerns report. The Assistant Head for Inclusion will be informed and, if appropriate, the child will be monitored and assessed closely. After adaptations to the Quality First Teaching and assessing and monitoring the impact of provision, if the child's needs continue to be cause for concern, the decision may be made, in conjunction with the parent/carer to place the child's name on the SEND register.

Provision and interventions for the child will be documented within the Edukey Whole Class Map. Parents/carers have access to information, advice and support during assessment and any related decision-making process about special educational needs provision.

6. FACILITIES AND RESOURCES

The school has access to the following facilities and resources:

- All members of staff share their knowledge, experience and expertise;
- The Assistant Head for Inclusion has regular meetings with the Governor for SEND;
- Staffs have access to appropriate courses and training. Development needs are identified through the school's improvement plan and through the appraisal process for teachers and teaching assistants;
 - Each school has an annual dedicated budget for SEND resources which is monitored by the Executive Head Teacher who informs the Assistant Head for Inclusion;
 - Specialist resources are available in the Inclusion Office room
 - Specialist assessments are available for use by the Assistant Head for Inclusion and those trained to use them and are kept in the Inclusion Office;
 - Pupils' SEND files and reports from external agencies are locked securely in the Inclusion Office;

- General resources are available in all of the classrooms; Each class has a Zones First Aid Kit with key resources to support Quality First Teaching.
- Pupils will be given access to apps, software and assistive technology as appropriate;
- All provision is made in accordance with the latest guidance.

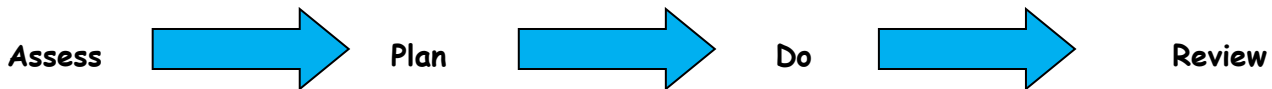
7. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

When a class teacher or the Assistant Head for Inclusion identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:

- little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

8. GRADUATED APPROACH AND PROVISION FOR PUPILS WITH SEND

The Code of Practice 2014 describes a '**Graduated Approach**' to supporting pupils with SEN, which outlines four types of action forming part of a cycle.



ASSESS:

A wide range of evidence is used to establish a clear profile of a child's needs. This may include:

- Observations;
- Scrutiny of attainment data to look at progress against age-related expectations;
- Scrutiny of progress data;
- Statutory and non-statutory test results;
- Reading/spelling assessments;
- Specialist assessment tests;
- Teacher assessments;
- Progress in relation to support plan targets;
- Baseline and exit data from interventions;
- Views of parents and pupils.

Results of baseline and ongoing assessments are shared with parents/carers and regularly monitored as part of the review process. Where outside professionals are involved with the child, their input is sought and considered at this stage. Where professionals are not already working with school, the Assistant Head for Inclusion considers which professionals would be relevant to support the child's needs and discusses this with parents/carers before making any referrals.

PLAN:

Baseline and ongoing assessments are used to decide whether the child needs to be placed on the SEN register or taken off. Where it is decided to place a child on the SEN register, the parents must be notified. The Assistant Head for Inclusion and class teachers jointly plan interventions and support for individual pupils. This is usually discussed in Pupil Progress Meetings.

The outcomes of Pupil Progress Meetings are used to inform planning as follows:

- The Assistant Head for Inclusion works with the Head of School and timetables the intervention programmes and deploys TAs as appropriate;
- The class teacher is responsible for managing intervention programmes;
- Strategies used by the child in the intervention should be applied in the classroom;
- Intervention programmes are evaluated at the end of each term by the Senior Leadership Team and Assistant Head for Inclusion in conjunction with the class teacher and TAs to monitor progress and plan next steps.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This is detailed on the Edukey Provision Map and also within the SEN support plan.

SEN Support Plans

Strategies employed to enable the pupil to progress will be recorded within an SEND support plan (SSP). It will be co-produced by parents/carers, the Assistant Head for Inclusion, class teacher and pupil. Information included in the document will be:

- Long term outcomes for the pupil
- Short-term targets for the pupil
- Intervention and/or teaching strategies to be used
- When the plan is to be reviewed
- The 'voice' of the pupil and their parents/carers

The SEN Support Plan (SSP) will only record that which is additional to, or different from the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The SSP will be reviewed termly. Edukey Provision online program facilitates this.

Pupils

Pupils are involved in reviewing their progress in relation to their targets and agreeing and implementing strategies within the SEN Support Plan. They identify their strengths and needs through the Pupil on a Page.

DO:

The emphasis in the Code of Practice 2014 is very much for the class teacher to be responsible for the child's needs on a daily basis.

"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved" (Code of Practice 2014 6:5).

Nature of the Intervention

The Assistant Head Teacher for Inclusion (SENDCo) and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Some group or individual support;
- Extra adult time to plan the intervention, prepare the resources and monitor progress;
- Staff development and training to introduce more effective strategies;
- Access to local authority support services for one-off or occasional advice on strategies or equipment;

At CHBP Federation, we offer a range of intervention groups which promote the inclusion of our more vulnerable pupils.

External Agency Support

Children who require medical support from external agencies may receive the following:

- Speech and Language therapy;
- Physiotherapy;
- Occupational therapy;
- Counselling through Child and Adolescent, Mental Health Services (CAMHS);
- The Educational Psychology Service (EP);
- The School Nurse; Child Development Clinic
- Advisory Teachers.

Outside professionals may already be identified from health or social services and it is good practice for these to liaise with the school but this involvement does not automatically mean that the child should be on the SEN Register. Virtual provision is made where physical site support is not permissible.

REVIEW:

SEN support plans (SSPs) are reviewed termly and are attended by the parent/carer, class teacher and Assistant Head for Inclusion. The effectiveness of the SEN support plan will be reviewed within the agreed timescale with careful consideration of the impact of interventions on the child's progress. New interventions/support for individual children will be planned in light of the review and discussed with the child as well as their parents/carers.

Sharing information with parents/carers during SEN Review Meetings:

- Reviews of SEN Support Plans (SSPs) are initiated by the Assistant Head for Inclusion and class teachers via a letter or call or email, inviting parents/carers to a 'review of progress meeting' and are to be held at the beginning of the autumn, spring and summer terms. This ensures everyone involved is on board from the start of the academic year. The meetings are led by the class teacher and/or the Assistant Head for Inclusion.
- The review must be signed by the child, parent/carer and class teacher and the new SEN Support Plan must indicate how the child and parent/carer will be helped to contribute to these targets.

- Relevant information provision is recorded and a copy of the plan is included in the pupil's literacy/ maths books.

Pupil Progress

The identification of SEN is built into CHBP Federation's overall approach to monitoring the progress and development of all pupils. This is done, at least termly, through pupil progress meetings and involves class teachers, the Assistant Head for Inclusion and the Head of School. These meetings identify where pupils are falling behind or making inadequate progress and involve discussion regarding desirable outcomes and next steps for these pupils.

The pupil progress review may lead to the conclusion that a pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

Monitoring of progress with regard to personal and social development may include:

- Individual Behaviour Support Plans;
- Views of parents/carers and pupils;
- Behaviour logs.

Education, Health Care Plans

Pupils who have an Education Health Care Plan (EHCP) will follow the same Assess, Plan, Do, Review cycle as all pupils on the SEN register. In addition, pupils with an EHCP will have a statutory annual review, set up and organised by the Assistant Head for Inclusion. When requesting this assessment, they will have a costed provision map. The purpose of a costed provision map is to describe the additional provision/support currently being offered to an individual child or young person and detail the costs. A more detailed description of EHC plans is given below in point 10.

9. REFERRALS AND REQUESTS FOR SUPPORT FROM EXTERNAL AGENCIES

A request for support from external agencies is likely to follow a decision taken by the Assistant Head for Inclusion and colleagues, in consultation with parents/carers, at a review of the pupil's Support Plan (SSP). External professionals may see the child so that they can advise teachers how best to support them with accompanying strategies and provision of specialist assessments to inform planning and measures of a pupil's progress. They also give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for this will be that, despite receiving individualised support the child:

- Continues to make little or no progress in specific areas over a long period;

- Continues working at performance indicators substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing, communication or interaction difficulties, that impede the development of social relationships and cause substantial barriers to learning.
- Has a life- long diagnosis which requires interventions.

When CHBP Federation seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The resulting SEND Support Plan (SSP) for the pupil will set out fresh strategies for supporting progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SSP continues to be the responsibility of the class teacher.

10. EDUCATION HEALTH CARE PLANS (EHCPs)

Request for an Education, Health and Care needs Assessment

Where a request for an EHC needs assessment is made by the school to the local authority, the child will have demonstrated significant cause for concern. The local authority will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence.

This information may include:

- SEND support plans for the pupil;
- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Progress in relation to age related expectations/school targets;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents/carers and of the child; and of the pupil themselves;
- Involvement of other professionals such as health, social services or the education welfare service.

An Education, Health Care Plan (EHCP)

In some cases, the evidence presented to the local authority will suggest that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists. The child will require special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The local authority will consider the case for an education, health care needs assessment of the child's special educational needs. The local authority may decide that the pupil's special educational needs and provision require an Education Health Care plan.

An EHCP is a legal document that describes a child's or young person's special educational, health and social care needs and the support they need to help them to get the best outcomes when they become adults.

An Education Health Care Plan will include:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs;
- Identification of the special educational provision necessary to meet the pupil special educational needs;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision (including remote learning interventions)

All children with EHCPs will have long term outcomes, short-term targets that have been established after consultation with parents/carers and child and include targets identified in the plan. These targets will be set out in the support plan and will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the support plan will continue to be the responsibility of the class teacher.

Annual review of Education, Health, Care Plans

All EHC plans must be reviewed at least annually with the parents/carers, the pupil (where appropriate), the local authority, the school and professionals involved. They should be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified.

The Annual Review should focus on what the child has achieved, as well as on any difficulties that need to be resolved. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents/carers to visit secondary schools and to consider appropriate options within the similar timescales as other parents/carers. The secondary SENDCo should be invited to participate in a Year 6 Transition Meeting. This will allow the receiving school to plan appropriate support and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur. This process is achieved in compliance with all necessary regulations and guidance.

11. WORKING IN PARTNERSHIP WITH PARENTS/CARERS

The SEND Code of Practice states the key principles involved in communication with and working in partnership with parents/carers. We strive to work in partnership with parents/carers by:

- Having positive attitudes towards parents/carers, respecting the validity of differing perspectives;
- Providing user-friendly information and procedures and being aware of the needs parents/carers might have in respect of a disability or communications and linguistic barriers;
- Recognising the pressures, a parent/carer may be under because of the child's needs;
- Acknowledging the importance of parental knowledge and expertise in relation to their own child;
- Gaining parental permission before referring pupils to specialists for support;

- Inviting parents/carers to Review Meetings and sharing SEND Support Plan (SSP) outcomes with them;
- Ensuring regular communication between home and school regarding progress of a child with SEND;
- Ensuring parents/carers are told about the Special Education Needs Independent Support and Advice Service and about support groups when SEND are identified;

Parents/Carers have a responsibility to communicate effectively with the school and external professionals by:

- Communicating regularly with the school;
- Alerting the school to any concerns;
- Fulfil any obligations under home/school agreements and regarding any parental involvement detailed on SEND Support Plans (SSPs);
- Signing relevant documents when invited to do so;
- Avoiding absence for their child for any reason other than illness.

Parents have the right to be treated respectfully and in a professional manner by the staff of CHBP Federation. Equally school staff have a right to be treated with the same level of respect.

12. COMPLAINTS PROCEDURE

Parents/Carers are encouraged to come into school to talk about any aspect of their child's education. Should it become necessary to make a complaint about SEND provision, the initial contact should be with the Class Teacher, followed by a discussion with the Assistant Head for Inclusion and Head Teacher. This usually resolves any problems. However, if this fails, the Governors should be contacted. The Local Authority (LA) has published detailed guidelines for making formal complaints if contact with the school has failed.

13. EVALUATING THE SUCCESS OF THIS POLICY

The success of this policy relies on:

- Managing and deploying resources in school to ensure the needs of all children are met;
- Any pupil's special educational needs are identified early;
- Educational professionals and parents/carers working in partnership;
- Interventions/strategies for each pupil are reviewed regularly.
- Responses in accordance with legislative requirements or Government Guidance is implemented.

Success indicators may include:

- The extent to which standards (SATs results, progress towards age related expectations, targets etc.) have improved across groups of pupils/individuals identified with SEND;
- A reduction in the total number of pupils requiring a graduated response;
- An increase in the number of pupils with SEND making accelerated progress towards age related expectations;
- An increase in the number of pupils with SEND who made good progress from their baseline in relation to targets set for them.

The success of this policy will be reviewed through:

- Monitoring of classroom practice by the Assistant Head for Inclusion, Head of School and the Senior Leadership Team;

- Analysis of pupil tracking data and test results for children on the SEN Register to ensure that SEND pupils are making progress;
- Regular monitoring of procedures and practice by the Governor for pupils with SEND;
- School self-evaluation and writing and reviewing of the School Improvement Plan;
- Governors' annual report to parents/carers;
- Annual review of the SEND Policy.

The information in this policy is supported by the Special Educational Needs and Disability Code of Practice. If you have any concerns relating to the application of this policy, please address them to the Assistant Head for Inclusion via the school office.

14. RELATED LINKS

Keeping Children Safe in Education 2022

SEND code of practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Ordinarily available educational provision in Barnet

[file:///C:/Users/Teacher/Downloads/2_Ordinarily%20Available%20Final%20May%202016%20\(1\).pdf](file:///C:/Users/Teacher/Downloads/2_Ordinarily%20Available%20Final%20May%202016%20(1).pdf)

The Local Offer

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html>

Related policies

CHBP Accessibility Plan

CHBP SEND Information Report

CHBP Remote Learning Policy

CHBP Relationships Policy

CHBP Intimate Care Policy

CHBP Teaching and Learning Policy