



# Special Educational Needs and Disability Policy

Date agreed by Governors	Summer 2021
Reviewed	Autumn 2024
Next Review	Autumn 2025

<b>Linked Documents</b>
Children and Families Act 2014
SEND Code of Practice: 0 to 25 years (2015)
London Borough of Newham Inclusion Policy
Godwin Junior School SEND Provision document
Public Sector Equality Duty
Equality Act 2010
Accessibility Policy
Teaching and Learning Policy



**The United Nations Convention on the Rights of the Child (UNCRC) articles, which inform this policy, are:**

- Article 2: The UNCRC applies to every child
- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 23: Children with disabilities have the right to a full and decent life with dignity and, as far as possible, independence.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**School's Purpose:** To prepare pupils for lifelong success

**School's Vision:** At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

## **1. School Context**

Godwin Junior School is located in Forest Gate, within the London Borough of Newham. Data from Autumn 2024 shows that 20.5% of our pupils are on the Special Educational Needs and Disability (SEND) register at either SEND Support (K) or with Educational Health Care Plans (EHCPs). This is above the national combined average of 13.5%

## **2. Aims of the Special Educational Needs & Disability Policy**

- to ensure implementation of current Statutory Instruments including amendments
- to ensure implementation of the SEND Code of Practice: 0 to 25 years (2015) - statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014
- to ensure implementation of the London Borough of Newham Inclusion Policy
- to meet the needs of all children identified as having special educational needs or a disability, ensuring progress and achievement in academic and social development
- to ensure equality of opportunity and challenge discrimination and prejudice for children with special educational needs or a disability so that all pupils are genuinely included in every aspect of school life
- to guide and support all staff, governors and parents/carers on these issues

## **3. Leadership, Management and Governance**

Godwin Junior School is fundamentally committed to the implementation of SEND Code of Practice: 0 to 25 years (2015). Our Public Sector Equality Duty should be read in conjunction with this Policy.

The Head Teacher has responsibility for day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disabilities. The Head Teacher keeps the Governing Board fully informed and works closely with the Inclusion Leader.

The Inclusion Leader is part of the Senior Leadership Team and takes responsibility for day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with special educational needs and disabilities, particularly through SEN School Support. If a child has complex needs, he or she may also have an Education, Health and Care (EHC) Plan.

All teaching and support staff are made aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs and disabilities.

The Governing Board is fully involved in developing and monitoring the school's Special Educational Needs and Disability Policy. The SEND Link Governor ensures the Governing Body is knowledgeable about the school's special educational needs provision, including how funding, equipment and personnel resources are deployed.

#### **4. The Special Educational Needs and Disability Team**

All members of staff have a collective responsibility for implementing the SEND Code of Practice: 0 to 25 Years (2015) and ensuring that pupils with special educational needs and disabilities have full access to the curriculum.

At Godwin, it is the responsibility of the Inclusion Leader to ensure that our school's SEND policy is realised and that provision for pupils with special educational needs and disabilities is effectively co-ordinated so that all children achieve well.

The SEND Code of Practice: 0 to 25 Years (2015) states that class teachers are responsible and accountable for the progress and development of all pupils in their class. This means that high-quality teaching, which differentiates for individual pupils, is the first step in responding to pupils who have or may have SEN or a disability. Some children receive interventions away from the class teacher; however, the class teacher retains responsibility for them on a daily basis.

Support staff (teaching assistants) work with identified groups and individual pupils. A range of support can be offered including; in-class support, intervention programmes, speech and language programmes, occupational therapy sessions, social groups, and 1-1 personalised learning or behavioural support. This is to enable all Godwin pupils to gain full access to the curriculum. More details are recorded in our School's SEND Provision document.

Teaching Assistants (TAs) work under the direction of the class teacher and the Inclusion Leader. They attend and contribute to meetings regarding children they work with. Members of the support staff team attend regular school-based training with teachers, and also receive separate sessions to update their understanding and skills.

Our Pastoral Support TAs are an important member of the inclusion team and support children to overcome any social and emotional barriers to learning. The Pastoral Support TAs work under the direction of the Inclusion Leader and liaise with class teachers.

#### **5. Definition of Special Educational Needs or Disability**

The definition of Special Educational Needs or Disability (SEND) as provided by the Special Educational Needs and Disability code of practice: 0 to 25 years (DFE, 2015, pp 15, 16):

*"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

The SEND Code of Practice (2015) describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## 6. Disabled children and young people

Some children who have SEND may or may not have a disability under the Equality Act 2010. This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

## 7. Provision (see School SEND Provision document)

- **All** pupils will access:
  - ✓ *High-quality teaching and learning*
  - ✓ *An engaging, relevant and accessible curriculum*
  - ✓ *Reasonable adjustments to the environment and equipment for pupils with disabilities*
  - ✓ *Assessment for learning*
  - ✓ *Personalised target setting*
  - ✓ *After-school clubs*
  - ✓ *Educational visits*
  - ✓ *A nurturing environment*
- **Some** pupils with additional SEN needs will access:
  - ✓ *Differentiated curriculum*
  - ✓ *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum*
  - ✓ *Targeted interventions and support matched to need*
  - ✓ *Access to additional adult support for group-work and/or specific tasks e.g. support within the classroom, intervention groups (maths etc.), 1:1 reading interventions, social groups, behavioural support, booster groups etc.)*
- **A few** pupils with complex or significant needs will access:
  - ✓ *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum*
  - ✓ *Individualised target setting*
  - ✓ *Access to specialist services and therapists*
  - ✓ *Access to specialist programmes from advisory teachers and therapists e.g. speech and language programmes, literacy programmes, speech and language groups, occupational therapy, physiotherapy etc.*
  - ✓ *Small group or 1:1 additional adult support*

- ✓ *A personalised timetable (this could include additional educational visits)*

Support is organised for pupils with identified special educational needs by:

- Careful deployment of staff. This includes the allocation of teaching assistants (TAs) who are assigned to support learning for groups of children in class, teaching intervention groups or supporting pupils with personalised learning programmes
- Supporting pupils with EHC Plans and/or additional SEND High Needs Funding (HNF) by TA support for whole or part of the day
- Appropriate training provided for staff to meet the needs of children

## 8. Graduated response to meet Special Educational Needs

The SEND code of practice: 0 to 25 years (2015) states that schools should adopt a graduated approach with four stages of action: assess, plan, do and review. Specialist expertise may be required in order to match interventions to the individual child's special educational needs or disability.

The key test of the need for further action is when the rate of progress and attainment against age-related expectations of a pupil:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers (age-related expectations)
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The school **can deem that** a pupil has learning difficulties or special educational needs by:

- Tracking of pupil's attainment and rate of progress against age-related expectations
- Teachers expressing a concern to the Inclusion Leader, then completing an 'Initial Concern Form' after offering additional support within the classroom such as targeted group work.
- Discussions at Pupil Achievement Meeting
- Concerns raised by parents/carers
- Initial admissions form in which need/concern stated
- Information/report from other professional, medical etc.
- Specific assessments such as screeners or standardised assessment

Actions to meet pupil's special educational needs follow the 'assess, plan, do and review' cycle.

The curriculum is matched to pupil's needs by:

- Differentiation of task
- Grouping for teaching purposes within the class
- Intervention groups
- Additional equipment/resources provided to meet individual needs
- Use of strategies as recommended by advisory teachers and therapists

- Additional adult support within the classroom (small group)
- Personalised curriculum
- Additional adult support within the classroom (small group or 1:1)
- Accessing specialist resources/expertise from other schools
- Wide range of after-school clubs and additional support provided where necessary to support children to access these

Interventions can also be reduced as a child makes appropriate or good progress. Actions will be appropriate as per the graduated response above (see the School SEND Provision document).

## **9. Who is responsible?**

### Cause for Concern

The class teacher remains responsible for working with the child on a daily basis. The first response to any slow progress is high quality teaching targeted at their areas of difficulty. Where progress continues to be less than expected the class teacher, working with the Inclusion Leader, should consider whether the child requires additional support and resources as they have special educational needs or a disability.

When he/she identifies that a pupil is not making progress as they may have special educational needs or a disability, the teacher considers interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum. They will then raise any concerns with the Inclusion Leader by completing an 'Initial Concern' form (see appendix) and discuss this with the Inclusion Leader and parents/carers.

If a child makes good progress, the class teacher and Inclusion Leader may decide to continue with high quality teaching and any relevant support and interventions. If the child does not make sufficient progress, a discussion will take place with parents/carers and the child's name may be added to the school's SEND Register.

The class teacher remains responsible for working with the child on a daily basis and, if appropriate, directing and liaising with support staff.

### SEND Register - SEND Support (K)

If there are still concerns about a child's progress and attainment, a decision will be made to place the child on the SEND Code of Practice Register. Parents/carers will be kept informed.

The class teacher and Inclusion Leader will write a SEND Support Plan for most pupils on the SEND Register; this includes children with learning difficulties and those with disabilities which affect their schooling. These are individual and based on how best to help support the child's needs. Some children with medical needs and disabilities may require a Care Plan (created by the Newham School Health Service) in addition or in place of a Support Plan.

The Inclusion Leader and class teacher, in consultation with parents/carers, may ask for help from external services, for example:

- Behaviour Support Services

- CAMHS (Child and Adolescent Mental Health Service) known as CFCS (Child and Family Counselling Service)
- Child Development Service (CDS) paediatrician service
- Complex Needs and Dyslexia Service
- Educational Psychology Services
- LCIS (Language, Communication and Interaction Service)
- NHS Occupational Therapy Service
- NHS Speech and Language Therapy Service
- Sensory Service

The class teacher, Inclusion Leader and parents/carers will be provided with advice or support from outside specialists. These may include strategies, resources or programmes to implement. A Teaching Assistant may implement interventions and/or a specialist teacher or therapist may continue to support the child in school, modelling appropriate strategies.

The class teacher remains 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 teacher, they still retain responsibility for the pupil. The class teacher works closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Inclusion Leader monitors the progress of pupils who receive support from specialist teachers and therapists from outside agencies, being mindful of the impact of this and ensuring that programmes advised by outside specialists are carried out and advises on further interventions, or other referrals, if required.

The Inclusion Leader should take the lead in any further assessment of the child, working with the class teacher and outside agencies; planning future interventions for the child in discussion with colleagues; reviewing the action taken and monitoring its impact.

Some children with additional or significant needs may be eligible for an Education Health and Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. Additional funding, called High Needs Funding (HNF) may be provided from the LA when resources beyond those ordinarily available in schools is required. This funding is additional to the SEND Notional Budget. The Inclusion Leader prepares evidence for an application for the EHCP and extra funding to continue to provide extra support and provision in addition to that which is already being implemented. If granted, there is a review of the funding on an annual basis, and how this is linked to progress and long term goals. This is organised by the Inclusion Leader in liaison with the LA SEND Team.

#### SEND Register – Education, Health and Care (EHC) Plans

A very small number of children have profound or multiple learning difficulties and they may need specialist support, which may come, not just from the school, but from health and care services too. Some children and young people may require an EHC (Education, Health and Care) needs assessment in order for



the LA to decide whether it is necessary for it to make provision in accordance with an EHC Plan. An EHC Plan is a legal document which describes the child's needs. It sets out the education, health and care services needed to meet those needs and the type of educational setting that would best suit that child.

The class teacher retains responsibility for the pupil on a daily basis. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

#### SEND Register – disabilities

If a child has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools, his/her name will be noted on the SEND register, identified as having a disability, not necessarily an area of special educational needs. This can entail liaison with outside agencies, the provision of support and/or interventions, and adaptations as required by their disability. A Support Plan will be written to include the above information. In addition, some children with disabilities may require a Medical Care Plan in addition or instead of their support plan.

The class teacher remains responsible for working with the child on a daily basis, and if appropriate, directing and liaising with support staff.

### **10. SEND Support Plans**

Support plans are based on four areas of need:

- Cognition and Learning
- Communication and interaction
- Social, Emotional and Mental Health
- Physical, sensory

Support plans include;

- Long term objectives
- Short term targets
- School provision
- Family support, where applicable
- Outcome criteria

The Inclusion Leader and class teacher, along with support staff and with comments/input from parents/carers, review these twice a year. They may be reviewed more frequently, if necessary.

### **11. Assessment for Education, Health and Care (EHC) Plan**

For some children with complex needs, even the wide range of services available in education is not enough to help them achieve what they are able to. In this case, a request can be made for an assessment for an Education, Health and Care (EHC) Plan. This is the process that the school follows to request additional funding, which will be used to fund additional staff, purchase equipment, resources, make adjustments to the learning environment and to provide staff training to ensure that the pupil has access to the curriculum. Parents/carers will be consulted about applications.

An EHC Plan is a legal document which describes a child's needs. It sets out the education, health and care services needed to meet those needs and the type of educational setting that would best suit him/her. The plan can be devised from birth to 25 if he or she stays in education, and the plan will change and develop as he/she gets older.

Parents/carers can ask for an assessment for an EHCP, as can the school, foster parents or health professionals by writing to:

[SEN.Primary@newham.gov.uk](mailto:SEN.Primary@newham.gov.uk)

0-25 SEND Service  
London Borough of Newham  
Newham Dockside  
1000 Dockside Road  
London, E16 2QU

More information is available on the Newham Local Offer website, with information about the assessment process and personal budgets associated with EHC plans.

Additionally parents and carers can access support from the Special Educational Needs and Disability Information Advice and support Service, SENDIASS Newham is a statutory service designed to support parent/carers, children and young people 0-25, with issues relating to their special educational needs and disability (SEND) rights and provision. The support offered is free, impartial and confidential, as the service works at arms-length from the local authority (LA). Support is given electronically, by telephone and at face-to-face meetings. SENDIASS will not share parent, carer, or young person's information with other professionals, unless they have explicit consent or there is a safeguarding issue.

How do SENDIASS help?

- Knowledge, advice and support based on SEND statutory process and duties
- Advice and support around SEND Support and all aspects of the education, health and care plan (EHCP).
- Exclusions (where the pupil has a SEND).
- SEND Tribunal cases
- Meeting support.

If you are a parent/carers, child, young person or professional in need of advice or support please call: 020 3373 0707 or email [sendiass@newham.gov.uk](mailto:sendiass@newham.gov.uk)

Please be aware that SENDIASS is a self-referral service, therefore they require service users to contact them themselves, unless there are extenuating circumstances which prevent the parent/carers or young person from accessing the service independently.

## **12. Partnership with parents/carers**

At Godwin Junior School we welcome the knowledge, views and experiences of parents/carers and regard a close partnership between home and school to be vital in order to enable all pupils with special educational needs and disabilities to achieve their potential and the best outcomes.

Parents/carers of children with special educational needs and disabilities are treated as partners. They are supported so as to be able to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND Code of Practice
- make their views known about how their child is educated
- access information, advice and support during assessment and any related decision-making progress about special educational provision.

Parents/carers are kept informed about their child's needs and what support they are receiving through:

- Parent/carer conferences
- Meetings with advisory teachers and therapists
- Copies of reports from advisory teachers and therapists
- Informal meetings with the Inclusion Leader and/or class teachers
- Formal SEND annual reviews and EHCP annual reviews

Parents/carers can discuss their child's special educational needs with:

- Class teacher
- Inclusion Leader
- Specialist teachers and therapists
- Newham 0-25 SEND Service
- SENDIASS support please call: 0203 373 0707 or email [sendiass@newham.gov.uk](mailto:sendiass@newham.gov.uk)

## **13. Pupil Participation**

Children at Godwin are enabled and encouraged to participate in all decision-making processes including:

- contributing to the assessment of their needs
- contributing to their Support Plan, stating what they are good at, what they find difficult and what they want to get better at
- being involved in transition planning and discussions about choice of secondary school
- being an integral part of their child-centred Annual Review Meeting.

## **14. Resolution of disagreements**

If parents/carers disagree with any decisions made by the LA or the school regarding special educational needs or disability, then they should approach the Head Teacher or Inclusion Leader in the first instance. If parents/carers remain unhappy, then the LA may suggest mediation.

Full details of the complaints procedure are available on the school website.