



Special Educational Needs and Disabilities (SEND) Policy

Reviewed by Governors: June 2024

Next review: June 2025

Little Ilford School will ensure:

- Compliance with the Children's and Families Act 2014 Part 3, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: (0 to 25 years, January 2015)
- All students will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- All students are given equality of opportunity to participate fully in school activities
- Maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- All students have opportunities to meet personal standards of excellence
- Early identification of special educational needs
- Removal of barriers to learning and achievement
- Effective assessment and monitoring of needs
- A relevant graduated response to children's needs (the Assessment, Plan, Do, Review cycle as set out in the 2015 SEND Code of Practice)
- Appropriate provision for children with SEND (Special Educational Needs and Disabilities)
- All staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- Parents are able to play their part in supporting their child's education
- Close and effective partnership between parents, the setting and outside agencies
- Students' views are valued and listened to

A child or young person has a special educational need or disability (SEND) if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child or young person of compulsory school age 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 (SEND Code of Practice, 2015). Special Needs may include:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory and/or Physical Need

Students will

- Have their needs investigated and understood
- Be made aware of support and plans in place for meeting their needs
- Participate in identifying and meeting their own needs
- Be taught how to work independently and build skills in resilience in order to support them in their transition to adulthood.
- Be fully included in the life of the school

Parents will

- Be involved in the investigation of their child's needs
- Be kept aware of support and plans in place to meet those needs
- Be treated as partners with the school and given every opportunity to become actively involved in supporting their child's learning and progress at the school
- Be kept fully informed of their child's progress on a regular basis
- Be involved in the process of transition between all Key Stages, including primary to secondary (KS2 to KS3) and secondary to Post-16 (KS4 – post-16)

Little Ilford School will ensure that

- Staff are made fully aware of which students have SEND and the nature of their difficulties
- Staff are made aware of and encouraged to use strategies for dealing with different kinds of difficulty
- Staff are active in monitoring and setting targets for students with SEND
- Staff are offered training and coaching opportunities to improve their awareness of and ability to address the range of Special Educational Need.
- The curriculum is developed in order to enable access for students with special educational needs as well as enhanced learning opportunities for all students.
- Achievements both inside and outside the classroom of students with special educational needs are recognised and celebrated.
- Staff actively support parents and carers through well-maintained relationships.
- We support children and young people in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

- Students with medical conditions are fully included in all school activities by consulting with health and social care professionals
- We make reasonable adjustments to enable all children to have full access to all aspects of the life of the school
- All students with special educational needs and/or disabilities (SEND) are recorded on a register of SEND, which will be circulated to all staff and will be updated at several points in the year following discussions with Pastoral Achievement Leaders and teaching staff.
- It takes advice from the school health services. Information will be shared between the SENCO and medical agencies in order to establish a fuller view of students' needs.
- It creates a school environment where students feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENCOs and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for student participation in school life e.g. membership of the School Council.

The following needs are NOT considered to be SEND but they may impact on a student's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Receiving a pupil premium allowance
- Being a looked after child (LAC)
- Being a child of a serviceman/woman

These issues are monitored by the school for every student where relevant.

The role of the SENCO (Special Educational Needs Coordinator)

- Overseeing the day-to-day operation of the school's SEND policy and ensuring that its provisions are fully implemented
- Coordinating provision for children with SEND across the school
- Liaising with and advising fellow teachers
- Overseeing the records of children with SEND
- Liaising with parents of children with SEND
- Contributing to the training and development of staff
- Liaising with primary schools, creating student profiles, so that support is in place for Year 6 pupils transferring to Little Ilford in Year 7,
- Liaising with other secondary schools and specialist provision
- Line management of the curriculum team leader in charge of the Autism Resourced Provision (ARP)
- Collaborative working with the behaviour support coordinator and pastoral achievement leaders (PALs).

- Overseeing annual reviews held on behalf of all students who have Education, Health and Care plans (EHC plans) and students who are receiving Higher Needs Funding.
- Applying for Higher Needs Funding and/or EHC plans for the most vulnerable SEND students as appropriate

Liaising with external agencies

The SENDCO and SEND Department will work in productive partnerships with the Local Authority, the London Borough of Newham (LBN), the National Health Service (NHS) and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Admissions Arrangements

The school's admission arrangements for students with SEND are in line with the policy of the London Borough of Newham. **Students who attend the Autistic Resourced Provision have their places allocated by the Newham SEND Department**

Access Arrangements

- Students who have physical access needs are identified and arrangements are in place to meet these needs.
- Wherever possible students with SEND will follow the whole curriculum and access internal and external exams.
- Schemes of learning will include how students with SEND will be able to access learning activities with the provision of appropriate resources and additional support.
- Access arrangements for the purpose of supporting students in the assessment process will be put in place following the guidelines set out by the Joint Council for Qualifications (JCQ)

Complaints

- Complaints from students with SEND or concerning students with SEND will be handled through the usual channels.
- The school acknowledges that this is a sensitive area, in which parents may need considerable support from the school.
- Parents are also encouraged to seek outside advice from Newham Parent Partnership Service or the **Special Educational Needs and Disabilities Information Service (SENDIASS)**.

Safeguarding and Child Protection

Naveen Ahmed is the designated child protection officer and safeguarding lead.

The role of the governing body

SEND Policy reviewed May 2024

The governing body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ensure that funds and resources are used effectively.

The named governor with particular responsibility for SEND is **Peg Probett**.

Review of the SEND Policy

This policy is reviewed annually