

The Avenue Pre Preparatory  
School and Nursery

**SEND POLICY**

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## RATIONALE

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Education Needs and Disabilities (SEND) at the Avenue Nursery and Pre-Preparatory School (the School). The aim is to ensure that all children with additional needs such as medical conditions, disabilities or special learning needs, are fully supported in School so that they can play a full and active role in School Life, remain healthy and achieve their learning potential.

Local authority guidance and DfE Code of Practice (2015) have been taken into full consideration in the formulation of this policy, as has the Equality Act 2010. This document provides a framework for the identification of the provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected for who they are and what they might achieve..

The aims of this policy are to:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that children are given appropriate and coordinated support to allow every child full access to the Curriculum in a positive framework.
- To ensure that these children are fully included in all school activities in order to promote the highest levels of achievement.
- To involve parents, pupils and others in developing a partnership of support.

## OBJECTIVES

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND
- To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- To plan for any pupil who may at some time in their education have special educational needs.
- To promote self worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support all pupils who need extra resources and /or teaching help as early as possible.
- To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

## Roles and Responsibilities

All members of the school community work towards the school aims by:

- Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The Principal and the Head determine the school's general policy and approach to the provision for children with special educational needs, then establish the appropriate staff and funding arrangements and maintains a monitoring overview of the school's work. They are responsible for reviewing the SEND policy. Parents are encouraged to meet regularly with staff responsible for individual children.

The Head has strategic responsibility for overseeing the provision for children with special educational needs and keeping staff fully informed. In conjunction with the professional's involved, the Head will be responsible for monitoring and evaluating the success of this policy on behalf of the proprietors and ensuring that necessary revisions are undertaken. The Head will also work closely with the Principal with whom regular meetings are scheduled.

### Coordinating and Managing Provision

The SENCO and the Principal are responsible for:

- The daily implementation of the school SEND policy.
- Liaising with and advising teaching staff and Teaching Assistants on SEND matters.
- Managing Teaching Assistants.
- Coordinating the provision for children with SEND.
- Overseeing the records of all children with SEND.
- Contributing to the in-service training of staff.
- Liaison with parents and external agencies including Local children's services

All staff members are involved in the development of the school's SEND policy and must be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. The SENCO together with teachers has responsibility for managing the work of the Teaching Assistants.

### Admission Arrangements for Pupils with Special Educational Needs

This school strives to be a fully inclusive school. Please refer to the Admissions Policy for further details.

### Identification, Assessment and Provision

#### Allocation of Resources

Funds are allocated to SEND as and when required. The school covers teaching and curriculum expenses plus covering the additional support provided by the speech and language and occupational therapy group sessions. Adjustments to the building have been made for ramping to the front of the School and extra hand rails to the staircase inside.

Action to meet pupil's SEND aims to promote independent learning and tends to fall within four broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

This may include development of practice through training and collaborative work with other schools, planning, review and liaison time, improved staff child ratio and use of alternative resources. Our SENCO attends regular training and liaises with Haringey Social Services when necessary.

### Identification, Assessment and Monitoring

This follows a graduated approach as required by the 2015 SEND code of Practice. The national Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils diverse needs and ensuring that teaching differentiates to meet individual and assessed needs
- Overcoming potential barriers to learning and assessment

The code does not assume that there are hard and fast categories of SEND but recognises four broad areas:

- Communication & Interaction (language and Autism Spectrum Disorder)
- Cognition & Learning (General Learning & specific learning Difficulties)
- Physical & Sensory
- Emotional, Social and Mental Health issues

### SEN Support

The School will arrange the additional and different provision required to enable children to make continued progress. This is the key indicator to determine the graduated response. The Graduated Approach is illustrated in Appendix 2

#### a. Step 1

The class teacher will make appropriate arrangements for differentiating the curriculum and together with the SENCO provide focused interventions for the child. See Appendix 1 – Cantabile Care Programme.

#### b. Step 2

If there is insufficient progress after Step 1, the class teacher, in conjunction with the SENCO, will consult with the parents with a view to having the child assessed externally. Alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups will be provided if necessary. This will involve the support and advice of Specialist Teaching Personnel (eg Academic and Behavioural Therapist and Occupational Therapist).

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of pupils with SEND are met effectively.

#### c. Step 3

A small minority of pupils who have significant difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed by the local authority (Haringey) that the issuing an Education, Health and Care Plan (EHC) is necessary, then the pupil's SEND provision will be summarised in the child's Personal Centred Planning (PCP) (See Appendix 3). This will be reviewed termly.

The school undertakes to cooperate fully with the local authority with regard to any pupil for whom an EHC has been prepared and will fulfil the specific requirements as outlined in the EHC. The school works in partnership with the SEND Officer at Haringey Early Years Services.

If the Local Authority decides to place a child with special education needs and/or learning difficulties and disabilities at the school or an existing pupil at the school is issued with an EHC by the LA and the pupil is wholly or partly funded by the LA or another body through public funds, the School will provide to the LA or other body such information as may be reasonably be required for the purpose of the annual review of the EHC.

### Providing Curriculum Access and Inclusion

Pupils with special educational needs will have access to a balanced and broadly based national Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs. One to one support is sometimes necessary and the school encourages parents to provide this and we will make allowance to include the child's helper. At the School we strive to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive ethos
- broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- Different teaching strategies depending upon the nature of the child's needs
- High expectations and suitable targets for all children.

### Partnership Within and Beyond the School

#### Staff Development

Training needs are based on the TTA National Standards for SENCO's and specialist teachers of SEND as well as our School Development Plan. The school's SENCO will attend SEND courses which have a particular bearing on children in the school they are supporting.

Staff are given regular opportunities for INSET to develop their knowledge, confidence and skills in working with SEND children. Staff will be involved in developing practices which promote whole school approaches to SEND.

#### External Support Services

The school has arrangements for securing access to external support services for pupils with SEND. This may include liaison with special schools, the Local Authority Social Services department and other specialist provision. There is regular liaison and exchange of information between the SENCO and these services.

### Partnership with Parents

At the School we aim to promote a culture of cooperation with parents, School and the LA through:

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and the SENCO.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by an appointment with the class teacher.
- Providing access to the Speech and Language therapist/Occupational therapist to discuss the child's needs, assessment and other approaches to address these needs, as required.
- Supporting parents understanding of external agency advice and support.
- Undertaking reviews (at least termly) for children with Statements of SEND

## Evaluating Success

The success of our school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and subject leaders.
- Analysis of pupil tracking data and test results for individual pupils and cohorts (eg PIPS).
- Termly monitoring of procedures and practice by the SENCO.
- School Self Evaluation

## Related Publications

This Policy has been drawn up with guidance from the following publications:

- **Working Together to Safeguard Children (2018):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**
- **Keeping Children Safe in Education (2019)**

## Appendix 1 - [The Cantabile Care® Programme](#)[1]

The Cantabile Care® Programme was introduced in September 2005 as a response by staff and parents to the perceived need of some children in the School requiring support in the areas of speech and language development, physical coordination and resulting attention problems. Children who are identified as having particular needs in these areas are discussed with their parents and with staff as to the best method of accessing the most effective support early on.

Speech & Language and Occupational therapy sessions are provided on site each Friday as part of the **Cantabile Care® Programme** and the children are seen in small groups. Myrom Kahaner, the Occupational Therapist has regular sessions with children who have been identified as needing support in the areas of fine/gross motor skills development, spatial awareness, sensory integration, posture problems, social skills and problems with concentration. Gaby Harris, an Speech and Language Therapist, provides support for children who have been identified as needing extra help with phonics, auditory processing, and listening skills.

Parents of the children on the **Cantabile Care® Programme** are invited to watch sessions and are given regular updates on their child's progress and about various strategies to use at home to support the work done at School. The staff at the School are also given ideas to support the children on the programme plus items for classroom use such as chair seat supports, pencil grips etc.

Since the inauguration of the **Cantabile Care® Programme**, many children have progressed significantly - some to the extent that they no longer need to follow the programme. It has made a great difference to many children who would otherwise have struggled. It has also supported and helped parents in understanding their child's particular needs.

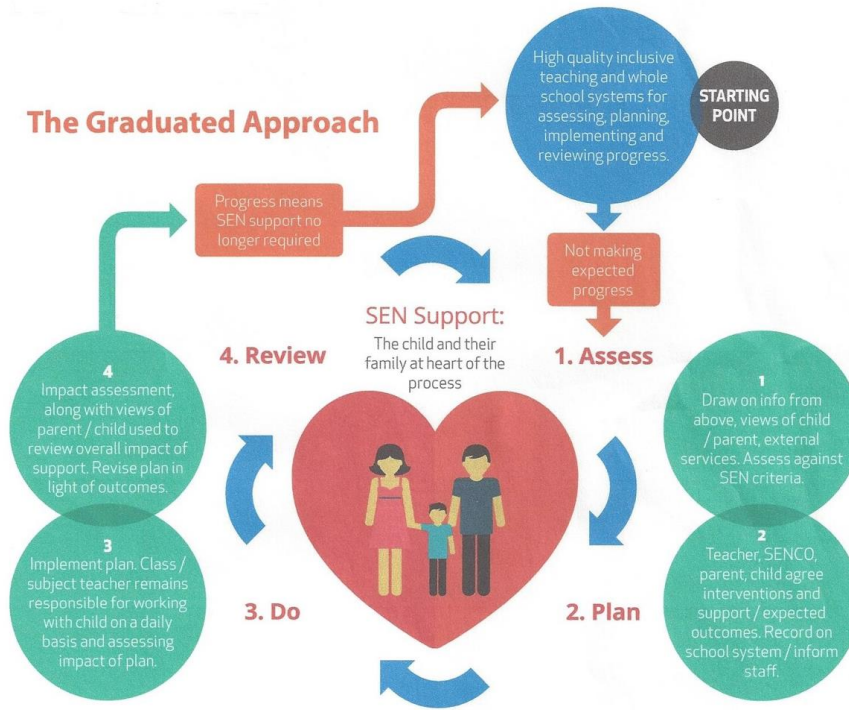
The School funds the **Cantabile Care® Programme**

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[1] 'Cantabile' is a registered trademark



Appendix 2 – The Assess, Plan, Do, Review Cycle



Appendix 3 - Person Centered Planning

**4 + 1 Questions**

<p>What have we tried?</p>	<p>What have we learned?</p>
<p>What are we pleased about?</p>	<p>What are we concerned about?</p>
<p>What do we do next?</p>	

Reviewed September 2019

By Martin Ayres & Mary Fysh

Reviewed annually

