



THE MULBERRY HOUSE SCHOOL

This policy should be read and considered in conjunction with the Equality Act 2010, Statutory Guidance, Safeguarding and Child Protection Policy, Accessibility Plan, Teachers Standards 2017, Equal Opportunities, Race Equality and Inclusion Policies

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

All children are welcome at Mulberry House School

Designated person responsible for managing provision for children and young people with SEND
Oana Timofte, SENCO
Fatma Ozkocak, Deputy SENCO

This Policy of Mulberry House School applies to all sections of the school including the Early Years Foundation Stage and it should be read in conjunction with More Able, Gifted and Talented Pupils Policy.

(See Appendix A for definition of SEND)

Statement

The Mulberry House School is committed to the integration of children with special needs and/or disabilities.

All children have the right to be educated and develop their full potential alongside their peers. Each child's needs are unique, therefore, any attempt to categorise children is inappropriate. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

The school is committed to working alongside parents, in the provision for their child's individual needs to enable us to help them to develop to their full potential and enable them to make progress.

Objectives

The Mulberry House School aims to be aware of and have regard to the SEND Code of Practice 2015 on the identification and assessment of special educational needs in relation to our admission policy, curriculum and teaching methods.

- ◆ At the 2 Years Progress Check, areas of need are identified and guidance and support offered to parents.
- ◆ Through observations and record keeping and an on-going dialogue with parents and carers we aim to monitor children's needs and progress on an individual basis.



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- ◆ Through our high staff ratio we ensure each child receives plenty of adult time and attention.
- ◆ If it is felt by the parents and school that the needs of the child cannot be met by the staff at the school alone, specialist interventions will be sourced from The Inclusive Intervention Team or private specialists.
- ◆ We strive to meet the needs of children with SEND in the classroom. In order to meet specific needs we liaise with other agencies and the Local Education Authority.
- ◆ Training is arranged where necessary to support staff in meeting children's needs e.g. Supporting children with Hearing Impairment, Makaton, ASD, PECS.
- ◆ Children with SEND require the greatest possible access to a broad and balanced education.
- ◆ Identify children's special educational needs, make provision to meet those needs as early as possible and provide teaching strategies and resources that support the children in making the expected progress in relation to their starting point.

The Roles and Responsibilities for SEND

SENCO

In our school we have a named SENCO, Oana Timofte and a Deputy SENCO, Fatma Ozkocak, who are responsible for the identification, monitoring and recording of children with SEND and for ensuring high quality provision to meet their needs.

All staff are responsible for the day-to-day operation of the SEND policy. This will include gathering and disseminating information from parents, staff and outside agencies where necessary and arranging appropriate meetings for all those involved to plan and review the provision being made. The Mulberry House school adheres to the policies set out in the SEND Code of Practice. In this document, it is clearly set out that all teachers are teachers of pupils with special educational needs.

Inclusion

The Mulberry House School is committed to the inclusion of all children. The needs of children with SEND are carefully considered in our planning in the following ways:

- ◆ Children are involved in making choices
- ◆ We differentiate activities to ensure all children have access to the Curriculum
- ◆ Our equipment and materials are designed to be accessed and used by children with a range of abilities.
- ◆ Support systems for pupils.
- ◆ Delivery of Relationships Education will be made accessible, taking into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.



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- ◆ School trips and after-school clubs are made accessible to all pupils, including those with SEND.

We aim to make resources, equipment and our school environment accessible to all children.

It's important to recognise that pupils who are on the Special Educational Needs Register have their own unique strengths and weaknesses and that they may achieve highly in some areas therefore they may be included on the More Able, Gifted and Talented Register as well.

Admission arrangements

Positive consideration should always be given to children with SEND regarding admission to the school. The school will meet with parents and outside agencies where necessary, prior to a child joining the school to ensure all facilities are provided for effective care and education of the child and to make sure that they will benefit from the education with reasonable adjustments.

SEN Support: Identification, Assessment and Provision for pupils with SEND

The school follows a graduated approach with four stages of action: assess, plan, do, review, as set out in the SEND Code of Practice: 0 – 25, (2015).

Guidance for implementing the SEND Code of Practice

1. If a child gives 'cause for concern':
 - ◆ The team leader should discuss any concerns with the Headteacher.
 - ◆ Then all staff involved with the child should record observations over a period of 6 weeks. The team leader will talk with parents to gain any information that may be affecting behaviour or learning.
 - ◆ Observations should be carried out by all staff at different times of the day, e.g. snack, outside play and lesson time, a.m. and p.m.
2. If concerns continue,
 - ◆ Discuss continuing concerns with other staff involved using information recorded.
 - ◆ All information needs to be collated by the class teacher and shared with the SENCO and the Headteacher. The team leader should fill in a SENCO Internal Referral Form.
3. If an Individual Education Plan (IEP) is required the SENCO will:
 - ◆ arrange a meeting with the parents, the Headteacher and the class teachers to discuss strategies and additional support that could be put into place to meet the needs of the child. Targets are set to support child's development, learning and/or behaviour. Plans should take into account the views of the child.



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4. Initially support within the school environment will be put into place and carried out by school staff.
- ◆ Regular reviews will be arranged, progress recorded and targets set.
 - ◆ If support from within school does not enable child to make satisfactory progress, it may be necessary to seek advice and support from external agencies. This will be arranged by the SENCO/Headteacher following a meeting and agreement with parents.

Providing a broad and balanced curriculum for children with SEND is essential. In general children with SEND will be educated alongside their peers in the classrooms. Additional staff support and resources will be used in the classroom. On occasions it may be necessary for specialist workers such as speech therapists to withdraw a child for work on a one to one basis. Space within the school is always available for this to happen.

Links with outside professionals

Sometimes, where a child is identified as having more complex needs, and in consultation with parents/carers, we make a referral to appropriate agencies. In Camden we may seek help and advice from:

- ◆ The Inclusive Intervention Team (IIT)
- ◆ Other appropriate agencies from the LEA where the pupil resides

We will always seek parent/carer consent before approaching any outside agencies. We are committed to joint working with agencies appropriate to the child's individual needs and will use and implement advice from other agencies to agree suitable strategies/targets for children.

Education, Health and Care Plans (EHC Plans)

Only children with the most complex and enduring needs are likely to be eligible for an EHC Plan. All other needs are met through the graduated approach of SEND support using the "assess, plan, do, review" cycle.

Requests for EHC Plan can come from:

- a) parents
- b) schools
- c) other agencies e.g. Health Authority Board, Safeguarding and Support Services Department.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child. The EHC Plan is a statutory, multi-agency plan which is co-produced with parents during an EHC planning meeting at the end of a period of assessment. The assessment is called a "statutory needs assessment" and it is undertaken



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following school based support and intervention. The decision to undertake an assessment is made on consideration of evidence, which must include:

- ◆ SEN management summary sheet
- ◆ the view of parents recorded during the SEN Support stage evidence of sufficient, effective intervention during SEN Support stage
- ◆ the ascertainable views of the child
- ◆ copies of IEPs and minutes of reviews
- ◆ evidence of progress/lack of progress over time (EYFS levels, Teaching Talking Checklist, test results etc.)
- ◆ copies of advice, where provided, from Health, Safeguarding and support Services
- ◆ evidence of the involvement and view of professionals with relevant specialist knowledge and expertise, outside the normal competence of the school or setting (records from the multi-agency planning meetings)
- ◆ evidence of the extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge (provision map, programmes from professionals)

The Statutory Needs Assessment is undertaken by the Local Authority in which the child lives. There are strict processes and timescales in the Code of Practice for the assessment:

1. EHCP request submitted and received by the Local Authority.
2. ECHP Panel decides whether to conduct an EHC Needs Assessment.
3. Assessment Co-ordinator is assigned.
4. Assessment Co-ordinator contacts the family and initial meeting is held.
5. Co-ordinator requests advice from professionals and arranges multi-agency meeting.
6. Reports and recent assessments collated from assessing professionals.
7. Multi-agency meeting led by Assessment Co-ordinator in which planned outcomes and strategies are agreed. An EHC Draft Plan is produced.
8. Draft plan taken to EHC Panel for decision on level of support.
9. Proposed plan sent to parent for consultation (15 days for comments/amendments). Consultation with school placement (if applicable).
10. Final plan issued with named provision.

Working with parents/carers

We value the wishes, feelings and knowledge of parents at all stages and we are fully aware of the sensitivity and confidentiality surrounding this area.

The SEND Code of Practice 2015 places children and their families at the centre of SEND procedures. We recognise that parents/carers know their children best and have a great



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deal to contribute. We listen to their views carefully and we value their expertise. The school has an open door policy offering informal chats as necessary and formal discussions by appointment. Where there is a concern, we encourage parents/carers to approach teachers and a time will be made available to discuss any issues in a confidential and supportive environment.

Partnership with children

At The Mulberry House School all children are involved with their own learning and are encouraged to celebrate their own success and that of others. We encourage self-expression and all children are encouraged to comment on whether they enjoy activities and school life.

Other bodies with whom we work

The Mulberry House School involves a number of other bodies including but not limited to local authorities and private Occupational Therapists, Speech and Language Therapists and Educational Psychologists, on recommendation from parents, SENCO or Head Teacher.

Transition

We recognise that moving from home into nursery and from nursery to school are significant milestones for all children and their families. We aim to ensure that children with SEND are helped to have a smooth and positive transition into their next placement through careful planning, preparation and liaison with the receiving setting.

Training and staff development

We are committed to attending in-service training around SEND so that staff can update their skills and be equipped with specialist knowledge to meet the needs of children. Our SENCO and the Deputy SENCO keep up to date with SEND matters by attending refresher courses and forums and by being aware of the most recent DfE advice and information related to:

- ◆ SEND Code of Practice 2015
- ◆ Working Together to Safeguard Children
- ◆ Mental health and behaviour in schools: departmental advice (March 2016)

The SENCO will act as a channel of information between all those working with children with SEND and will support colleagues in identifying and meeting the special educational needs of children in the school.

Complaints Procedure

Parents of pupils and school staff will naturally be in close communication about the special educational needs provision for individual children and concerns will normally be resolved between parents and the school, in particular with reference to teaching and curriculum. However, should there be a need to obtain further information, clarification or to complain / appeal, there are procedures operated by the Local Education Authority with regard to



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referral and the assessment of the special educational needs of a child. For further advice contact Special Educational Needs Services on 020 7974 6500.

The appeals process for Camden Council

If a family wish to formally appeal against the decision, they should submit a completed appeal form which can be obtained from the local authority of which the child lives.

Contact First-tier Tribunal (Special Educational Needs and Disability)

SEN Finance and Resources Officer

Children, Schools and Families

SEN and Educational Psychology Services

Camden Town Hall
Judd Street
London
WC1H 9JE

Telephone 0207 974 4532/6500

The appeal will be investigated by the Assistant Director who will take into account the following, when considering your appeal:

- All the information presented with your original application.
- Any additional information presented with your appeal.
- Whether any of the information in the original response to you was inaccurate.
- Whether consideration was given to all the circumstances.
- The original decision made prior to your appeal and the reason for the decision.

Families will be notified of the outcome of their appeal in writing, normally within 15 working days. On the basis of parental request, a meeting can be arranged to discuss the outcome of the appeal.



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Appendix A

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child or young person has SEN 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

WHAT IS DISABILITY?

The Equality Act 2010 defines disability as 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities.'



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Examination Access Arrangements (EAA)

4+ Selection Assessments

The Equality Act 2010 places a duty on Local Authorities, academies and schools not to discriminate against disabled people or pupils in their access to education. Selection for admission for a grammar school education by way of academic testing is a permitted form of selection under section 28B of the Act. There is, however, the duty to make reasonable adjustments for disabled pupils and this applies to the assessment process.

The Act defines a person with a disability as follows: “a person (P) has a disability if (a) P has a physical or mental impairment and (b) the impairment has a substantial and long term adverse effect on P’s ability to carry out normal day to day activities.”

It is the parent’s responsibility to notify the school that they request reasonable adjustments to the tests to be considered for their child.

As Transfer Tests (4+) are not compulsory, parents should consider, in consultation with the Headteacher, whether a child’s specific Special Educational Needs would make him/her suitable to be placed in the school and hence whether it is appropriate for that child to take part in the 4+ testing process.

Applications for the adjustments should be made to the Headteacher as soon as reasonably practical.