



Special Educational Needs and Disability Policy (SEND)

Updated September 2023

1. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Aims and Objectives

- Cherry Lane aims to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Staff members identify the needs of pupils with SEND as early as possible. We do this by gathering information from parents, education, health and care services as well as early years settings, prior to the child's entry into the school.
- The progress of all pupils is monitored regularly in order to aid the identification of pupils with SEND.
- The school makes appropriate provision to ensure pupils with SEND have full access to the National Curriculum. This is co-ordinated by the Inclusion Manager and the SENDCo and is monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- We aim to work collaboratively with parents to help them gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- The school works with a number of outside agencies when pupil's needs cannot be met by the school alone. These services include the Child Development Centre at Hillingdon Hospital, Educational Psychology, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Occupational Therapy, Visually Impaired and Hearing Impaired Services, Play Therapists and Counselling Services.
- At Cherry Lane we aim to create a school environment where pupils feel safe and are encouraged to contribute to their own learning. We have a strong pastoral team in school which supports both children and parents alike. This link is very important for our vulnerable families. We also use assertive mentoring which focuses on behaviour and attitude towards learning and encourages individual pupils, whatever their ability, to realise and set their own learning goals.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. We have a Cherry Lane local offer which can be viewed on our website.

4. Roles and Responsibilities

Mainstream

- The person responsible for coordinating and overseeing the provision for children with SEND is Mrs. K. McInroy (SENDCO), Mrs A. Kennedy is Inclusion Manager/ Assistant Head for Inclusion, Mrs A Rowlands oversees the provision of pupils with SEND within the Early Years
- We currently have three Special Educational Needs teachers. These are:
 - Mrs. N. Monaghan
 - Ms M Dring
- We currently have one Special Educational Needs HLTA:
 - Ms S Wiggins

SRP

- The person responsible for coordinating and overseeing the provision for children in the SRP is the SRP Manager, Mrs Paraskevi
- In the SRP, we currently have two HLTAs:
 - Mrs K Leech
 - Ms S Brook
- In the SRP, we currently have three LSAs:
 - Mrs C Bowcambe
 - Ms M.Relf
 - Mrs A Rook

4.1 The Assistant Head for Inclusion and the SENCO

The Assistant Head for Inclusion, Mrs A Kennedy, oversees the school's policy for SEND and, in collaboration with the SENDCo, Mrs K. McInroy, is responsible for ensuring that it is implemented effectively throughout the school.

They will:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN. Mrs McInroy focuses on those who are at SEN support level while Mrs Kennedy focuses on those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the Inclusion Manager, SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy
- Each class teacher has an Inclusion Folder which holds SEND records for all individual pupils in their class.

4.5 Continual Professional Development (CPD)

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
- The SEND Team attends relevant courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.
- We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.
- The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of performance management.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Once a pupil has been identified as possibly having SEND:

- The class teacher will fill in an identification form and discuss it with the SENDCO or another teacher in the SEND team.
- An Individual Development Plan will be written for that child based on all evidence.

- The child's class teacher will take steps to provide adapted/differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo or SEND teacher may need to be consulted or give advice to determine the level of provision the child may need to move forward with their learning.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

If the teacher feels that the child's needs are not being met by the interventions put in place by the class teacher and/or the teacher has further concerns then the next step would be a referral to the School Inclusion Team via the Inclusion Panel Referral Form. A referral form should be completed if the class teacher requires further advice/support to meet the child's need beyond the class level of Ordinarily Available Provision. This includes:

- Further support/guidance from the Learning Mentors, SENDCo, ASD Specialist (SRP Manager);
- Further assessment through screening tools and tests e.g. Nessy, Language Link or Cognitive assessments;
- If an intervention group delivered by intervention teacher's is required;
- Referral for in school counselling or play therapy;
- Referral to outside agencies e.g. Speech and Language Therapy, Occupational Therapy, Physio Therapy, Educational Psychologist.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support and the identification form will be shared with and signed by the parent.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher and intervention teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed termly and support strategies and targets will be adjusted or changed as necessary.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Referral for an Education, Health and Care Plan (EHC Plan)

- If a child has lifelong or significant difficulties they may undergo a **Statutory Assessment Process**, which is usually requested by the school but can be requested by a parent.
- This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.
- The application for an Education, Health and Care Plans will combine information from a variety of sources including:
 - Parents
 - Teachers
 - SENDCO
 - Social Care
 - Health Professionals
- Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.
- A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
- Further information about EHC Plans can found via the SEND Local Offer: <https://hillingdon.gov.uk/send> or by speaking to the school's Education, Health and Care Plan Officer: **Gintare Abramaviciute** on 07840 641 367 or alternatively by contacting the **SENDIASS** on: 01895 277001 email: sendiass@hillingdon.gov.uk
- Following Statutory Assessment, an EHC Plan will be provided by Hillingdon Council, if it is decided that the child's needs are not being met by the support that is ordinarily available.
- The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

- The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. The Pupils will have an opportunity to visit their new school.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated/adapted for individual pupils.

If pupils need a higher level of differentiation, then they may be part of a small English or maths group taught by one of our Intervention teachers or HLTAs.

We also provide numerous interventions throughout the school. Please see our Local Offer for details of these interventions.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as timers, task boards, laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, post-teaching etc.
- We have adopted a SCERTS approach across the school in order to support and encourage social communication, emotional regulation and independence.

5.9 Specialist SEND provision

- We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.
- September 2015 we opened a Specialist Resource Provision (SRP) for children with ASC and complex needs. This has the capacity for 10 children (Key Stage 1 and 2) and has its own admission criteria. This provision is run by Ms Rai-sah Khan

5.10 Securing equipment and facilities

When an individual requires specialist equipment we will seek advice and support from the relevant specialist e.g. Physio Therapist, Occupational Therapist etc.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' Individual Development Plans and their progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in the activities available

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our day and residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please also see our Accessibility Policy.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We have two Learning Mentors in school who work closely with teachers, pupils and parents to support and improve emotional well-being and social skills. This includes social and emotional group interventions.
- Our Learning Mentors run the Butterfly Room which pupils can attend at break and lunch time or when pupils need to discuss anything which may be upsetting them.
- We have a counsellor that works with pupils in school (two days a week). This is mainly on a 1:1 basis.
- Our school has implemented SCERTS throughout the school, which focuses on developing social skills, independence, peer-to-peer support and emotional regulation.
- Pupils with SEN are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- The school continues to build strong working relationships and links with outside agencies such as, SALT, OT, EP service etc., in order to fully support our SEND pupils and aid school inclusion.
- Sharing knowledge and information with these agencies is key to the effective and successful SEND provision within our school.

- Any one of the outside agencies may raise concerns about a pupil. This will then be brought to the attention of the SENDCO or Inclusion Manager who will inform the child's parents.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, Mrs McInroy, or Assistant Head for Inclusion, Mrs Kennedy in the first instance. If the issue is not resolved, the complaints procedure should be referred to and followed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

If a parent has concerns their child possibly having Special Educational Needs they should speak to the class teacher in the first instance or contact our SENCo, Mrs K McInroy via the school office by calling 01895 444480 or emailing admin@cherrylane.hillingdon.sch.uk.

5.17 The local authority local offer

Our contribution to the local offer is found here: <https://www.cherrylane.hillingdon.sch.uk/school-information/learning-support-and-send>

Our local authority's local offer is published here: <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs A Kennedy every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Complaints Policy
- Local Offer

(To be reviewed and updated September 2024)