

Special Educational Needs & Disability Policy

September 2016

collaboration
aspiration
imagination
individuality

Spontaneously creativity
St Matthias
St John the Baptist
St James

St John
Springfield
Morningside
Holy Trinity

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

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Overview

The Primary Advantage is a federation of six inclusive schools working together because we believe our schools can gain many benefits from working collaboratively to improve the provision for children with SEND.

We take safeguarding very seriously and all our policies are developed with a high priority on children's safety. This policy was redrafted by the Primary Advantage SENDCOs and SEND Governors, and complies with the statutory requirements laid out in the SEND Code of Practice 2015, together with the Children and Families Act 2014 and Equalities Act 2010. All our school policies are interlinked. Therefore, when other school policies are referred to in this statement they are to be read in conjunction with this document.

In compliance with the Code of Practice (2015), each school has produced a SEND Information Report and this is available from each school's website. This is a comprehensive set of Frequently Asked Questions, which explains how each school supports children and parents. The websites also includes a link to the Hackney Local Offer website for parents and children with SEND.

The SEND Team in the Primary Advantage:

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

- The School's SENDCO and members of the Inclusion Team

Please make an appointment with the school's office if you wish to speak to the SENDCO.

The Aims of the SEND Policy:

Our schools in the Primary Advantage do not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

We provide an opportunity where Hackney's children are valued, nurtured and empowered to be all they can be and reflecting on this we aim to:

- Enable all our children to make progress in every area of their development – intellectual, physical, spiritual, emotional and social – so that they can achieve their potential;
- Provide a school, which is a happy place, where each child is valued for who they are, where all children are welcomed, listened to, respected and cared for. By example we aim to oppose prejudice, discrimination and bullying;
- Empower all children to gain the essential skills in literacy and numeracy;
- Provide a broad curriculum, designed to equip children for life, with a strong set of values and a broad range of knowledge, skills and experiences;

- Provide a school in which staff, pupils, parents and carers¹ and governors are all partners in the learning community; we are proud of our work and want to continue to work together to maintain our school's success.

Objectives of the SEND Policy:

The objectives of the SEND policy are to:

- Identify children with special educational needs as early as possible in their school careers;
- Work within the guidance provide in the SEND Code of Practice, 2015;
- Recognise fully the voice and role of parents, carers and children when considering individual needs;
- Work in partnership with parents - inform parents of our concerns and hold regular review meetings at which progress is marked, strategies are discussed and decisions for future support are taken jointly;
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- Ensure that interventions are reviewed regularly to assess their impact;
- Involve children in the planning and evaluation of their short term targets and in the provision they receive wherever possible;
- Give all children equal access to a balanced and broadly based curriculum;
- Support teachers in delivering a daily curriculum which is sensitive to differing paces and styles of learning, interests and capabilities;
- Maintain a close working relationship with external agencies so that our pupils can benefit from their expertise in the most effective way;
- Ensure all staff have access to training and advice to support Quality First Teaching by increasing staff awareness and knowledge of SEND issues through carefully planned INSET/CPD opportunities; and
- Use resources for SEND in a focused and effective way.

Defining SEND from the new Code of Practice, 2014

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.' (p15-16)

Below is a summary of the changes to the Code of Practice 2014/2015:

- Clearer focus on the participation of children and young people (CYP) and parents in decision-making at individual and strategic levels
- A stronger focus on high aspirations and on improving outcomes for CYP

- Joint commissioning of services to ensure close cooperation between education, health and social care
- Local Offer – guidance on supporting CYP with SEND
- EHC Plans replace Statements
- School Action and School Action Plus to be replaced with SEND Support
- Optional personal budgets can be made available to families with EHC Plans
- Accountability: Teachers must make sure every pupil in their class makes progress.
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005
- There is new guidance on supporting children and young people with SEND who are in youth custody.

The Code of Practice 2015 also clearly states:

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. (Section 1.24)

Early years providers, schools and colleges should know precisely where children and young people with SEND are in their learning and development. They should:

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development, and
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress (Section 1.25)

We, at the Primary Advantage, provide 'High quality provision to meet the needs of children and young people with SEND' (Code of Practice 2015) to ensure all children make progress.

Arrangements for Co-ordinating Provision for Children with Special Educational Needs:

Roles and Responsibilities

1. The Governing Board

The Governing Board, in co-operation with Executive Principal and Headteachers, determine the school's general policy and approach to provision for children with SEND. The Governing Board must report to parents annually on the school's policy on SEND. The Governing Board will nominate one governor with responsibility for SEND. Governing Boards of maintained mainstream schools must ensure that there is a qualified teacher designated as SENDCO for the school. The SEN Governor will liaise regularly with the SENDCO and report back to the School Committees.

2. The Head Teacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher should keep the Governing Board fully informed and also work closely with the SENDCO.

3. The SENDCO

The SENDCO has an important role to play with the Headteacher and Governing Board, in determining the strategic development of SEND policy and provision in the school and is a member of the Management Team. The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

Key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.

- Contributing to the in-service training of staff.

4. The Teaching Staff

Teachers are responsible and accountable for:

- The progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- High quality teaching which is differentiated for individual pupils

All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

6. The Teaching Assistants (TAs)

The designated TAs work with the class teacher and SENDCO in providing support for children with Special Educational Needs across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

7. The Role of Parents of Pupils with SEND

The new Code of Practice emphasises the importance of excellent partnerships between the school and the views, wishes and feelings of the child and their parents. This is what underpins the principles of the new Code of Practice (2015), which are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support. Frequently asked questions from parents can be found on each school's website under parent pages/SEND.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about Special Educational provision.

We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEND have access to the SEND Information Report (School Offer) and Local Offer, which gives additional information about Special Educational Needs and Disability. This also provides information about the Parent Partnership service. This is a free service, which supports

parents of children with SEND. Additional information and/or leaflets are available from the SENDCO on request.

Parents are encouraged to contact the child's class teacher and/or the SENDCO as needed either by telephone or appointment.

8. Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to their targets. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil set targets

Admission Arrangements:

In line with the admission criteria for all children as published in the school's Admission Policy and with The Learning Trust's guidelines, the school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEND.

Transition:

SEND Support should include planning and preparation for the transition between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. The school will agree with parents and pupils the information to be shared as part of this planning process.

Allocation of Resources:

Schools have an amount identified within their overall budget planning, called the national SEND budget. The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Headteacher informs the Governing Board of how the funding allocated to support special educational needs has been used. The Headteacher and Governing Board should consider the schools strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium.

Facilities to Increase Access:

Our school buildings have ground floor access to wheelchair users with an access ramp, disabled toilets and wide corridors. However, at present, some schools do not have access to upper floors.

The school will take all reasonable steps to put the policy of inclusion into practical operation in so far as this is compatible with the efficient education of other children.

Identification, Assessment and Review:

Early Years:

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning, set out below:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

It is never assumed that all children will progress at the same rate, however, those who are making slower progress in certain areas will need carefully differentiated learning opportunities or alternative approaches to support their progress.

Regular and careful monitoring of individual children's progress may indicate the need for a level of support greater than that normally available in the early education setting. The school will contact the parents and initiate the graduated approach described in the Code of Practice. It is vital that communication between all professionals and the child's parent is strong so that a clear picture is gained of the child's learning and development.

Primary Phase:

The following assessments will be used to provide a baseline of all children's learning progress and to identify those who need support 'different from' and 'additional to'.

Assessments:

- Baseline assessments of all children entering the Reception year are carried out in their first term in the school, those children who are identified as having difficulties in the areas of language, literacy, numeracy or social skills will be monitored closely and their parents consulted.
- Results of the Key Stage 1 SATs are closely scrutinized and used to identify any children who will continue to need extra support in KS2.
- Ongoing teacher observation and assessments of progress measured against National Curriculum objectives.
- A baseline assessment of those pupils whose social or emotional skills are a cause for concern will be taken and their behaviour tracked at regular intervals throughout their school career. Incidents are logged on the school's computer database in order to build up a picture of situations which trigger the unacceptable behaviour.
- Progress children make against Primary Advantage Fundamentals are carefully tracked and used to inform targets for children. The progress of all pupils with SEND is reviewed by the senior leadership team termly at Pupil Progress Meetings and new targets set.
- Children are assessed in early reading skills (phonics) every eight weeks and are grouped accordingly. Children who are not making progress receive extra intervention.
- Monitoring of the learning environment is carried out by the Headteacher, Deputy and Assistant Headteachers.

Broad Areas Of Need:

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.' (Code of Practice 2015: 6.15)

There are four broad areas of need that should be planned for:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Section 6 (6.28-6.35) of the Code of Practice (2015) goes into more detail on these broad areas of need. A child may often have needs that span across all areas of need.

SEND Support

(Reference Code of Practice 2015: 6.44-6.56)

SEND Support has now replaced School Action and School Action Plus.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a

growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. The four-part cycle is known as:

1. Assess - in identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs.
2. Plan - where it is decided to provide a pupil with SEN support, the parents must be formally notified.
3. Do
4. Review

The parents of children whose learning or behaviour is a cause for concern will be invited to a formal meeting to discuss strategies to best support their child. They will then be placed on the SEND register and parents will be asked to complete a One Page Profile, identifying strengths and weaknesses which will be used to plan their provision. At this stage outside agencies may or may not be involved, depending on the needs of the child. Any support via Quality First Teaching and Additional Support will be supported by the school's SEND budget. Targets will be monitored and reviewed according to the Graduated Approach of Assess, Plan, Do, Review.

Where the school requires professional advice or help, the SENDCO in consultation with parents, will decide whether a child who is not making adequate progress should be a priority for referral to external agencies. This involves a referral being made.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working significantly below age expectations.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

Services the school usually accesses are: Educational Psychology, Speech and Language therapy, CAHMS, The Hackney Ark, or other external agencies. A complete list of these services can be found on the School's SEND Information Report, accessible on the website. The SENDCO and class teacher, together with the specialists, in consultation with the pupil's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date for progress to be reviewed.

Education, Health and Care Plans (EHC):

(Reference to Code of Practice 2014: Chapter 9)

Education, Health and Care (EHC) plans supersede Statements of Special Educational Need from September 2014.

Prior to considering requesting an EHC plan, SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND 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 plan.

Further information on EHC Plans can be found in Chapter 9 of the Code of Practice 2014.

Individual Education Plans (IEP) / Provision Maps (PM):

Short term planning for children with special educational needs will need to be monitored and reviewed. Each school in the Primary Advantage Federation (PAF) has a slightly different method of recording these targets but the purpose is always the same: to ensure that a child is able to make progress. The information gathered on a child's individual needs are used to determine the areas of priority need and from this three or four short-term targets are chosen as a focus. Every effort is made to involve parents and pupils in this process.

The targets are written as child friendly, 'I can' statements and should also outline details of appropriate teaching strategies and resources, such as the duration and frequency of teaching sessions, size of group, responsible member of staff, suggested materials and success and exit criteria.

All staff who work with the child has a copy of the plan and use it to adapt and inform their teaching to meet the needs of the child. IEP's/PM's are reviewed once a term, unless the child's needs require a shorter timescale.

IEP Monitoring:

The SENDCO is responsible for monitoring reviewed IEPs/PMs once a term to provide whole school quantitative and qualitative data on the effectiveness of target setting and the extent of pupil and parent involvement. Individual classroom teachers are also given feedback and support on their target setting.

Nature of SEND Provision:

Literacy

The school's approach to teaching literacy ensures that all pupils are able to experience success. Our phonic programme places children in ability groups and ensures they are able to read texts which are appropriately pitched. These groups are not static - children's progress is reviewed half termly and children are regrouped according to how much progress they have made. Children who are not making progress are quickly identified and support put in place to enable them to catch up.

Numeracy

A range of support is available for children who are not making expected progress in maths. This ranges from extra support in class from the teacher or teaching assistant to carefully planned interventions which take place outside the classroom.

Emotional and Social Development

The school's behaviour policy outlines the whole school approach to behaviour management. This is reinforced during class Circle Time and PSHE lessons. A small number of children will have greater difficulty behaving appropriately, according to the context and will need extra support.

In order to help children with challenging behaviour to participate fully in the educational, social and spiritual life of the school, we adopt a variety of strategies including Circle of Friends, behaviour monitoring, mentoring, anger management sessions and counselling. In addition, SEND support will include advice or assessment from relevant professionals and the initiation of an Individual Behaviour Plan, or when children need added nurturing a Pastoral Support Programme, which is reviewed regularly with parents.

Multi-Agency Planning (MAP)

A Multi-Agency- Planning meeting is held once a term, to seek advice from Professionals working in school on strategies to support children with medical needs, learning difficulties, and behaviour, social and emotional needs.

Access to the Curriculum:

Access to the curriculum is achieved primarily by matching work to the learning needs of the individual pupil through differentiation. This is made possible in a variety of ways:

- Continuing staff development and in-service training.
- Learning materials adapted to meet the needs of individual learners, eg. by the use of visual or graphic aids.
- Specialised equipment.
- Group or individual support.
- Language groups on the advice of the allocated speech and language therapist.
- Time devoted to devising interventions with support staff.
- Use of ICT and alternative methods of instruction and recording.
- Speedy access to the borough's resources.

Integration:

Primary Advantage Federation schools are fully committed to implementing the Special Educational Needs and Disability Act in order to include children with special educational needs in the mainstream classroom.

Evaluation of the Success of the Policy:

This policy will be evaluated using the following criteria:

- The profile of SEND is high amongst staff;
- SEND is included in the School's Development Plan (SDP);
- The school INSET programme includes SEND training;
- Involvement of governors in SEND provision in school;
- Collation of SEND data;

- Integration of SEND children;
- Monitoring of group and individual targets to ensure progress is made;
- Adherence to Learning Trust criteria to move children between stages of COP; and
- Monitoring of systems by SEND Section.

Feedback will be given by:

- Report to governors each term by SENDCO.

Arrangements for Considering Complaints about SEND Provision:

We aim to form positive working partnerships with parents by establishing and maintaining contact with them by both informal and formal meetings.

However, parents may on occasion feel they have cause to complain about their child's education. Informal complaints can be raised with the classroom teacher concerned by appointment only. Formal complaints can be discussed with the SENDCO and/or Headteacher. If a satisfactory resolution cannot be reached the parent will be asked to put their complaint into writing.

The governor with responsibility for Special Educational Needs may be consulted. A committee of the Governing Board may be convened to hear the complaint. If a parent is still dissatisfied with the response they should contact:

Schools Complaints Officer
The Learning Trust
Hackney Technology and Learning Centre
1/3 Reading Lane
London Borough of Hackney
E8 1GQ

Staff INSET:

Please refer to the Professional Development Policy.

In addition to INSET opportunities offered to all staff in school, individual staff members are encouraged to extend their professional expertise by attending specialized courses at venues outside the school, with the consent of the Professional Development Co-Ordinator.

External Support Agencies:

Educational Psychology Service:

Our Educational Psychologists are based in Hackney and we buy in their services when their expertise is needed. At the start of each term the SENDCO and Educational Psychologist hold a planning meeting to discuss SEND issues and prioritise the term's work. This can include concerns at individual, class or whole school level, requests for assessments for individual children and requests for staff training. The Educational Psychologist becomes formally involved with individual children at the SEND Support stage though the SENDCO may have sought informal advice on target setting at an earlier date.

Inclusion Team:

Many children receive support from the Inclusion Team as part of the child's SEND Support status or their EHC Plan. A specialist teacher/teaching assistant is allocated to the child to give expert advice, support and assessment.

Speech and Language Therapy Service:

The SENDCO and speech therapist hold a planning meeting at the start of each term to discuss concerns, make referrals and prioritise need. Parents are then asked to complete a questionnaire of their child's language at home, while classroom teachers are asked to provide background information on the child's speech and language in the classroom setting. Support is given either on an individual basis, by advice on target setting to existing language groups or by advice on the language environment in the classroom. Reports of progress are requested for submission and/or attendance by the therapist sought for Annual Review meetings.

Advice can be also sought from the school's speech and language therapist and incorporated into IEPs/PM for children with difficulties in this area. Language group support in a small group is offered to identified children on a regular basis and in some cases individual speech therapy on the advice of the therapist. The speech therapist also gives advice to classroom teachers on creating an inclusive communicative environment.

Child and Family Consultation Services: e.g First Steps/CAMHS

The schools have developed close links with this service and make direct referrals after consulting parents and gaining their consent. Multi-disciplinary assessments are carried out by the service generally for children whose special needs are of an emotional/social/behavioural nature and where the problems are manifested mainly in the home situation.

The interventions offered usually take the form of family therapy and individual counselling. Throughout the process of assessment and therapy, liaison with school is maintained and copies of reports are received, again with parental consent.

Physiotherapy/Occupational Therapy Service:

The SENDCO can make a referral to the Physiotherapy Service for assessment, advice and support concerning children with gross motor difficulties and to the Occupational Therapy Service for children with fine motor difficulties.

Both of these services provide INSET on request.

Children whose EHC Plan include a specific allocation of input from the Physiotherapist or Occupational Therapist are usually visited in school and the advice used to help class teachers in their planning.

Reports of progress are requested for submission and/or attendance by the therapist sought for annual review meetings.

Hackney Translation and Interpretation Service:

This service provides interpreters for meetings in school with non-English speaking parents and those with hearing impairments. This service can also be used to translate important written information.

There is a charge to the school for the use of this service.

CENMAC:

The SENDCO can make a referral to CENMAC, which is a unique, London-based service offering assessments, reviews and loan of equipment to help pupils with a disability access the curriculum using assistive technology.

Links with Health, Social Services, Educational Welfare and Voluntary Organisations:

The schools are in regular contact with the following services:

- **School Health Service**
 - School Nurse
 - School Medical Officer
- **Hackney Social Services**
- **Young Hackney**
- **School Attendance Service**

Policy Review:

Policy written	October 2014
Adopted by Governing Board	December 2016
Review date	December 2019

The Federated Governing Board has reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, July 2012.

** The term 'parent' is used in this document as defined in section 576 of the Education Act 1996 as:

- Parents of a child;
- Any person who is not a parent of a child but who has parental responsibility for the child;
- Any person who has care of the child.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

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Morningside Primary School
and Children's Centre

