



## The George Spicer SEN Policy 2022-2023

# SEND and Inclusion Policy

### COMPLIANCE

This document complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (Updated 2015)
- SEND Code of Practice 0-25 July 2014 (Updated April 2020)
- The National Curriculum in England Key Stage 1 and 2 Framework Document 2013
- Teachers Standards 2011 (Updated 2021)
- The Education Act (2011)
- Supporting Pupils at School with Medical Conditions 2014 (Updated 2017)
- The Children's and Families Act (2014)
- Mental Health and Behaviour in Schools 2014 (Updated 2018)
- Special Educational Needs and Disability Regulations (2014)
- Keeping Children Safe in Education 2015 (Updated 2022)
- Schools SEN Information Report Regulations 2014
- School SEN Information Report Regulations 2014
- Behaviour and Discipline in Schools. Advice for Headteachers and School staff (Sept 2022)

### School documents which support this policy:

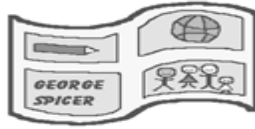
- SEND Information Report (2021-2022)
- George Spicer Child Protection Policy
- George Spicer Accessibility Plan (2021-24)
- School Improvement Plan (SIP)
- Behaviour policy
- Feedback policy
- Educational Visits Policy
- Intimate Care Procedures

This policy was created by the school Assistant Head for Inclusion Sarah Brown, two SENCOs Sarah Selatna-Reeves (KS2 SENCO) and Dasha Conolly (EYFS & KS1 SENCO) in liaison with the School governors, Senior Leadership Team at George Spicer Primary School and parents/carers.

### Vision and Values

**Inspire, Empower and Improve.**

At George Spicer we provide the resources, opportunities and environment that enables everyone to thrive.



## The George Spicer SEN Policy 2022-2023

### **Rationale:**

At George Spicer Primary School, we are committed to providing a high quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support using person centred approaches

### **Definition of a Child with SEN:**

Legislation defines what is meant by the term Special Educational Needs and Disability. George Spicer Primary school aims to work within this legislation, embedding the principles within our curriculum, to meet the needs of all our pupils.

The Special Educational Needs and Disability Code of Practice 0 – 25 years (2014) states:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Page 4, xiii)

The code goes further to define what is meant by a learning difficulty or disability and states that a child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than others of the same age, or
- Has a disability, which prevents or hinders him or her from making good use of facilities of a kind that is generally provided for children of a similar age in mainstream schools. (Page 5, xiv)

The Equality Act (2010) states that a person has a disability if they have a:

'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.' Long term is regarded by the Equality Act (2010) as 'lasting or likely to last at least 12 months' Physical impairment may include sensory impairments such as sight or hearing loss. It is also important to note that under the terms of this Act HIV, multiple sclerosis and cancer are automatically treated as a disability, regardless of the effect of the condition on the individual.

Special educational provision means educational provision that is in addition to, or otherwise different from, the educational process made generally for children of their age in schools maintained by the local authority. (Section 312 of the Education Act 1996)

Special educational provision relates to provision that is in addition to or different from Wave 1 quality first teaching, which all pupils will experience.

There will be occasions where children will experience additional provision without a special educational need, it is important to note that children with English as an Additional Language (EAL) will not be regarded as having a SEN solely on the basis of not speaking the language in which they will be taught.



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The school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

### **The Aim of the SEN Policy:**

The school strives to realise the following core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

At George Spicer Primary School we want to:

- Offer children with special educational needs the same experiences as their peers and ensure all pupils make progress in reaching their personal potential;
- Provide an inclusive education, whereby all pupils needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all pupils, recognising the social background of each child;
- Use the SEND code of practice as a framework for early identification of children with SEND through assessment procedures, pupil progress meetings and discussion with colleagues, the Assistant Head for Inclusion (AHT) and the Special Educational Needs Co-ordinator; (SENCO)
- Recognise that class teachers have responsibility for meeting the learning needs of all pupils in their care. All teachers are aware of the requirement, in light of the SEN code of practice, to make reasonable adjustments to best school practice in order to meet the needs of all learners;
- Recognise the need for adaptive teaching strategies, making consideration for pace, style, challenge and content according to the pupils' age, gender, experience and identified learning needs;
- Adopt person centred approaches through working in partnership with families and pupils to collaborate and share information throughout the plan, do, assess and review cycle;
- Provide appropriate resources for children with SEND to meet the needs of all pupils with SEND, this includes pupils with cognition and learning difficulties; speech, language and communication difficulties; physical or sensory difficulties; or social, emotional or Mental Health difficulties;
- Encourage pupils with SEND to take a full and active role within everyday school life;
- Use the expertise and training of our Teaching Assistants (TAs) to full effect in supporting the needs of our pupils;
- Use a consistent approach to SEND throughout the school in accordance with this policy, and
- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.



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### The Inclusion Team here at George Spicer:

<b>Role</b>	<b>Name</b>
Assistant Head for Inclusion	Mrs Sarah Brown
KS2 SENCO Site Lead	Mrs Sarah Selatna-Reeves
EYFS & KS1 SENCO Site Lead	Mrs Dasha Conolly
SEN Admin Assistant	Aisling Theodorou
SEN Governor	Deborah Dykins
Head Teacher	Dominic Spong
Teaching Assistant specialised in Speech and Language assessment and support	Sharron Fossett (EYFS & KS1) Ann-Marie Rufo (KS2)

At George Spicer Primary School our Assistant Head for Inclusion and both SENCOs (Special Educational Needs and Disability Coordinator) have achieved the Government NASENCO qualification (National Award for Special Educational Needs Co-ordinators)

They ensure that the George Spicer's Special Educational Needs policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), the Local Authority and other policies current within the school.

Provision for children with special educational needs is a whole school matter. We therefore recognise that all staff share responsibility for identifying, assessing and meeting individual pupil needs and that this is more effectively achieved if pupils and parents are fully involved in the process. Wherever possible children with SEN should be taught alongside their peers and we therefore welcome and support the principle of inclusion.

Across all subjects we ensure that the school meets the needs of all, taking account of language, ethnicity, culture, religion, gender, sexual orientation, age, ability, disability and social circumstances. It is vital George Spicer Primary School meets the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation as global citizens of the world. Impact of current provision is continuously monitored through the use of My Achievement Plans (MAPs), impact of intervention evaluations and termly Inclusion Meetings with class teachers, thus ensuring all children have equal access to success across the curriculum.

### Identification of children:

The SEND Code of Practice 2014 states that children are only identified as SEN if they do not make adequate progress AFTER having the following:

- Quality First Teaching (i.e. good teaching on a daily basis within a class setting) from their Class Teacher



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- Quality extra support through the use of adaptive teaching strategies, reasonable adjustments and accessing interventions. This may be with a Teacher or with a Teaching Assistant

Giving pupils a broad and balanced curriculum provision that respects their needs and has consideration for:

- Different educational and behavioural needs and aspirations;
- Children require different strategies for learning;
- Children acquire, assimilate and communicate information at different rates, and
- Children need a range of different teaching approaches and experiences.

### **Teachers respond to children's needs by:**

- Providing support for children who need help with communication and language across the curriculum;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, including physical and practical activities;
- Helping children to manage and own their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage and understand their emotions, thoughts and behaviours so that they are able to take part in learning, and
- We endeavour to plan and provide what is reasonable and make reasonable adjustments.

We have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings
- In school - staff observations, levels of attainment and progress Foundation Stage Profile, My Achievement Plan (MAP), Pre-national Curriculum assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools.

Staff can raise concerns about a child with the Inclusion Team at any time. Based on the school's observations, assessment data and following a discussion between the class teacher and a member of the Inclusion team, the child may need one of the following:

- Adaptive teaching strategies to support accessing the curriculum in class
- SEN Support
- Reasonable adjustments



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- My Achievement Plan (MAP) – a Person Centred Approach to building on a pupil's interests (with the hope of making them a mini-expert in areas of strength) and areas of development. We aim to involve where possible the pupil, their parent/carer. These MAPs form part of an Assess Plan Do Cycle which can be used to assess, monitor and share children's successes and areas of further development

The SEND Code of Practice 2014 also identifies four broad categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. It is recognised that a child's **needs may fall into more than one category, and the school will provide support to the** child as a whole.

The areas of SEN are divided into 4 broad areas

### **The four broad categories of need are:**

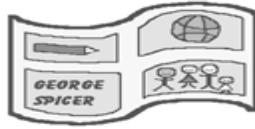
#### **1. Communication and Interaction**

This includes children who have Speech and Language and communication difficulties for example, speech articulation difficulties, language delay, language disorder or social communication difficulties.

George Spicer has two Speech and Language focused Teaching Assistants and have invested in early language interventions to support this growing area of need for children with an identified communication and language need, we work closely with Speech and Language Therapy (SaLT) services to provide support. SaLT services have a tiered approach within their service, with named clinical leads for each SaLT Pathway and provide a named therapist who visits our school regularly to assist us in delivering high quality speech and language support. This may be through providing personalised targets and programmes of activities for identified children, training for TAs or teachers, meetings with parents and or a member of the Inclusion Team or providing 'surgeries' to discuss speech and language concerns.

SaLT referrals can be made via the school SENCO or the GP, however this referral can usually only be made by school after a term of school based intervention has taken place and after a complete Assess, Plan Do Review cycle (APDR) using the child's MAPs.

The school can also request support from advisory teachers from the Enfield Advisory Service for Autism (EASA) to assist us with supporting other pupils where the SEN concern is focused around social communication needs rather than speech and language. This service is only accessible by referral; this can be accessed via The Inclusion Team. Parents should discuss their concerns with class teachers and The Inclusion Team before making a request to their GP to ensure these concerns are shared and that appropriate provisions are in place to support the child.



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Outreach support can be requested from other services or special needs provision such as Waverley School and Oaktree School; Speech and language advice can also be part of this support.

### **Cognition and Learning**

This includes Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD) when children learn at a slower pace than their peers in all areas of the curriculum. It also includes Specific Learning Difficulties (SpLD) which may affect one or more specific skill or area of the curriculum such as literacy, mathematical or motor skill difficulties. Support may be provided in a number of ways:

- Adaptive teaching strategies
- Adapting resources;
- Making reasonable adjustments – these are small pre-determined changes or allowances that can have a large impact on a day to day basis;
- Providing greater access to concrete tools to support learning;
- Peer or adult support;
- Breaking down tasks into smaller steps;
- Taking part in small group or 1:1 intervention;
- Seeking advice and support from external agencies such as speech and language, educational psychology, advisory teachers and medical professionals;
- A whole school approach towards developing oracy skills.

### **Social, Emotional Mental Health (SEMH) Needs**

These can manifest themselves in many different ways, for example a child may become withdrawn or may display challenging and/or disruptive behaviour.

Behaviours will only be categorised as SEN when the behaviours exhibited are a symptom of an underlying social, emotional or mental health need. We adopt an inclusive approach at George Spicer Primary School and reinforce positive behaviours through the use of praise and rewards followed by a structured sanctions system, in accordance with our Behaviour Policy. In some circumstances it may be necessary to seek advice from SWERRL (Enfield's Behaviour Support service). The Learning Mentor team works within our school to support pupils with an identified SEMH need and access support from Educational Mental Health Practitioners through the Enfield Mental Health Support Team. In addition to this, the school allocates funding through the pupil premium to provide access to a qualified Art and Play Therapist to support a small number of children with a high need.

Advice and support can be sought from external services to support children with SEMH, the support received varies between each service and can range from support for the family, the child, family and child together, the school, or the child and school. Some families may also be referred to CAMHS (Childhood and Adolescent Mental Health Services) for short term targeted support. The Educational Psychology mental health team can also provide support



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to families and staff. The team is co-located and works closely with Enfield Specialist Multi-Disciplinary CAMHS as well as with other teams in Enfield.

School can also refer pupils and families to the Early Mental Health Practitioner (EMHP) to provide group or family support in areas such as 'worry busters'. The School have also invested school funding into developing a nurture based intervention, which opened in Autumn 2021, to support children with a variety of SEMH needs, focusing on attachment and trauma within our Yr. 1 provision. The aim of this is to provide early intervention to ensure improved outcomes for our children.

In addition to this, our school is part of the 'Schools in Mind' network run by the Anna Freud Centre in Enfield. This network enables school staff and allied professionals to share practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools. The Anna Freud Centre also offers individual therapy and family support which can be accessed directly without a school referral.

Additional information about external services supporting SEMH needs can be found following the links below:

Anna Freud Centre: <https://www.annafreud.org/>

Educational Psychology: [Educational Psychology Service \(EPS\) | Enfield Council](#)

CAMHS: <https://www.behcamhs.nhs.uk/>

Nurture network: <https://www.nurtureuk.org/>

<https://www.nurtureinternational.co.uk/>

### **Sensory and/or Physical Needs**

This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI). Some young people with a physical disability require additional ongoing support to access all the opportunities available to their peers. Some pupils may require support from external agencies such as specialist advisory teachers and Physical or Occupational Therapists (PT and OT)

For those with Visual Impairment (VI) we have support from staff from The Joseph Clarke Service for the visually impaired.

For those with Hearing Impairment (HI) we also have support from The Advisory Teachers of the Deaf (Sensory Support Team).

### **Multiple areas**

In reality children's needs may fall into several of the areas of need. It is the Inclusion Team who will assess where the majority of the child's needs fall and therefore how best to





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address the barriers to learning. It is not our role to label or diagnose children, however identifying the child's area of need allows us to plan what action the school must take. When planning we consider the needs of the whole child not just the Special Educational Needs of the child. Parents and carers are always consulted and will be informed of the provision in place.

The following are not considered SEN but may impact on progress and attainment:

- Disability (alone this does not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC) or Adopted from care (PLAC)
- Being the child of a Serviceman/woman

### Other roles and responsibilities within George Spicer:

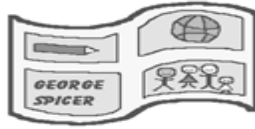
Role	Named person
Designated Lead for Safeguarding	<b>Deputy Head</b> Angela Eberle
Pupil Premium Lead EAL Lead Designated teacher for LAC and PLAC Deputy Lead for Safeguarding	<b>Assistant Head for Inclusion</b> Sarah Brown
Welfare Assistant	Kirsty Truong Victoria Baker
Learning Mentors	Victoria Brown Jennifer Masini Elle Dargin

### How do we identify and manage children with SEN at George Spicer?

**Quality First Teaching:** Class teachers are responsible and accountable for the progress and the development of the children in their class including where pupils access support from teaching assistants or specialist staff. All children receive quality first teaching. This includes the use of adaptive teaching strategies to meet the needs of all children including those with SEN. The SLT ensures all teaching is good by regularly reviewing the performance of the teachers it employs. This includes reviewing the support that SEN children receive and, where necessary, supporting teachers to improve their practice. This includes identifying and removing barriers to learning and making reasonable adjustments to ordinarily available provisions.

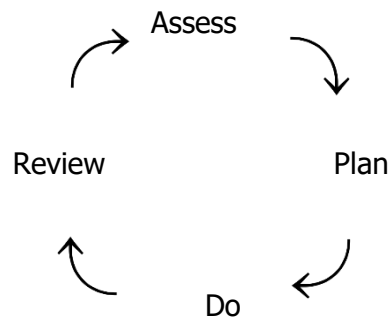


Where a child is not making the expected rate of progress and another explanation cannot be found for this, the following pathway will be followed.



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This is called the Graduated Response:



- 1) **Assess:** The progress of all students is regularly checked by Class Teachers and the Senior Leadership Team. Staff and or parents might be asked to complete one of our SEN questionnaires to gather more information and gain a clear understanding of the impact of a child's needs on learning.
- 2) **Plan:** Where progress is not at the expected rate or the child is working at a level significantly below, the Class Teacher may consult with the Inclusion Team. They will look at all the available evidence and decide what steps to take next. For example, they may decide to make more assessments of the child, to adapt their class teaching or to include the child in an intervention program. At this stage, a MAP may be created by the class teacher with support from the Inclusion team. We aim to work collaboratively with our families and children and use person centred approaches to keep you informed and involved throughout the process.
- 3) **Do:** Action will be taken to try to improve the child's performance.
- 4) **Review:** The progress of each child will be regularly checked to assess the impact of the action taken. It may be decided that no further action is needed, to continue with the same action or to try a different approach. If a child needs ongoing support, they will be included on the SEN register. The school will then adopt Person Centred Approaches to review strategies, collect views from pupil (where possible), parent and school to ensure the graduated response is a collaborative process

**The SEN Register:** Children who have SEN are included on the SEN register under the appropriate area of need. This will include both primary and secondary needs (where applicable) and any additional support the child receives is closely monitored.

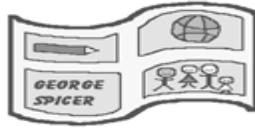
### Levels of Support:

We have adopted the 3 Waves model for supporting all learning.

**Wave 1:** Equal accesses to quality first teaching for all pupils

**Wave 2:** Small group intervention for children just behind age related expectations

**Wave 3:** 1:1 up to 1:3 support for children more significantly behind age related expectations, or pupils requiring more specialised support such as speech and language.



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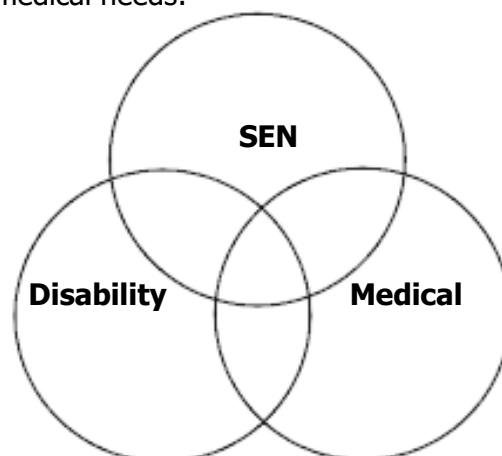
**Higher Levels of Need:** It is important to highlight a small number of children with high needs who do not meet age related expectation even after receiving lots of extra support and good quality first teaching, but should still be making good progress in relation to their starting point. Progress may be in smaller steps and therefore measured in different ways.

This may include looking at the progress a pupil makes towards their outcomes within MAPs, or at the end of the key stage through using Pre-Key Stage Assessment materials.

In these cases the Class Teacher and The Inclusion Team may decide to consult with external professionals who can give more specialist advice. Parental permission will always be sought before consultation with specialists takes place, these include:

- SWERRL (Enfield's Behaviour Support Service)
- Educational Psychology (EP)
- Educational Mental Health Practitioners (EMHPs)
- Child and Adolescent Mental Health (CAMHs)
- Parent Support Service (PSS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Enfield Advisory Services for Autism (EASA)
- Outreach Schools e.g. Oaktree and West Lea

**Education Health and Care Plans:** Occasionally the child's SEN needs are significant and a request for assessment of Special Educational Needs can be made either by the parent or jointly with the school. If after the assessment, the local authority agree to issue an EHC plan, the plan becomes a legal document that sets out the support a young person with SEN is entitled to until they are 25 years old. EHC plans may be based on advice from educational, social care and healthcare professionals and include support for disabilities, social care and medical problems as well as educational needs. This is because there are frequently overlaps between SEN, disability and medical needs:



### **Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:



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- The school's generic processes for tracking the progress of all pupils;
- Twice yearly meetings with parents at parent consultations;
- Review meetings with outside agencies such as the Educational Psychologist and Speech and Language Therapist on a regular basis;
- Annual review of Education Health and Care Plans are prescribed in the SEN Code of Practice (September 2015);
- Termly reviews of MAPs;
- Termly Inclusion review meetings, and
- Impact of Intervention reports

### Exiting the SEN register:

Children are removed from the SEN register at George Spicer when they are able to access the mainstream curriculum at an age appropriate level without any intervention that is **additional to** or **different from** those normally provided as part of the adaptive and responsive strategies our curriculum offers.

### Partnership with Parents:

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents;
- giving parents opportunities to play an active and valued role in their child's education
- Making parents feel welcome;
- Encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- Instilling confidence that the school will listen and act appropriately;
- Focusing on the child's strengths as well as areas of additional need;
- Allowing parents opportunities to discuss ways in which they and the school can help their child;
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in creating targets and monitoring progress against these;
- Keeping parents informed and giving support during assessment and any related decision-making process;
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer;
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language;
- Signposting parents and carers to the Local Offer to access other local services

Information on the local offer can be found at: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

The schools SEN Information report can be found at:  
<https://www.georgespicer.enfield.sch.uk/school-policies>

Parents are encouraged to arrange an appointment with the class teacher initially, if they have a concern they wish to discuss regarding their child. Following this initial discussion



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with the class teacher, appointments with members of the Inclusion Team can be made. The Inclusion Team operate an open door policy, requests for a meeting can be made at any time during the school year either by phone, email or in person.

### **Person Centred Approach:**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons, all pupils are involved in monitoring and reviewing their progress through the use of peer and self-assessment. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning;
- Identify their own needs and learn about learning;
- Share in individual target setting across the curriculum so that they know what their Targets are and why they have them;
- Self-review their progress and set new targets in their MAP, and

### **Admission Arrangements:**

No child will be refused admission to school on the basis of their special educational. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The London Borough of Enfield sets out criteria for the admission of children to primary schools. For more information on admission arrangements, please refer to the George Spicer Primary School Admissions policy, which follows guidance from the Local Authority.

### **Monitoring and Evaluating the Quality of Provision:**

As a school we regularly review all interventions that are taking place. If a child is found to be succeeding within an intervention then they are 'graduated' and will no longer need to receive that intervention.

### **The school regularly monitors all children's attainment and progress through:**

- Assessment for Learning (AfL) strategies;
- Daily monitoring & assessment in class;
- Regular assessed pieces of work;
- Moderation/discussions with other members of staff;
- Pupil progress meetings with the Senior Leadership Team;
- Termly Inclusion Meetings;
- Monthly SEN Surgeries, and
- Parents evening/discussions with parents

### **The School will communicate this information with parents and carers by:**

- Hosting parents' consultation day and evenings;
- Seeing parents at the end of the day;
- Telephone call or email;



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- Organising meetings if concerns have been raised usually involving the Inclusion Team in conjunction with the Class Teacher.

### **Training and Resources:**

#### **Directly funded by the School:**

- Booster teaching in various year groups to support learning;
- TAs to enable intervention work and groups to take place across the school;
- Full time Welfare Assistants who will administer medicines as required in accordance with school policy and with parents' consent;
- Additional Educational Psychologist visits;
- Two Speech and Language Teaching Assistant;
- Specialist training for TAs to lead on specific interventions, such as Better Reading Support Partnerships;
- Learning Mentor support.

#### **Paid for centrally by the Local Authority but delivered in school:**

- Autism outreach service, known as EASA;
- Educational psychology service;
- SWERRL (Enfield's Behaviour Support service);
- Speech and language therapy (provided by Health but paid for by the Local Authority);
- EYSI Team – Early Years Social Inclusion Team
- ECASS (Enfield Communication Advisory Support Service)

#### **Jointly funded by the Local Authority and School:**

- Nurture Intervention Group

#### **Provided and paid for by the Health Service (Enfield and Barnet NHS Trust) but delivered in school:**

- School Nurse who can advise about medical needs of the children;
- Occupational Therapy;
- Physiotherapy.

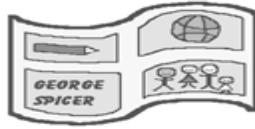
#### **Provided and paid for by the LA and also Health and provided outside of school:**

- CAMHS Child and Adolescent Mental Health Service.

#### **Accessibility:**

Please refer to the schools Accessibility Plan

#### **Dealing with complaints:**



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In the first instance, a concern relating to SEN should be shared with the class teacher and then raised to the Inclusion Team, if this does not resolve the concern, please refer to the school's Complaints policy and procedures to escalate the concern. It is also great to hear when everything is going well, please do also share positive feedback with the Inclusion Team.

### **Reviewing the SEN policy:**

The SEN policy will be reviewed by the governing body every year.

- This policy was updated October 2022
- This policy will be reviewed in October 2023

Headteacher:..... Chair of Governing Body: .....

Signed / Date : ..... Signed / Date:.....

All school policies are available on the school website or from the school office.