

Ben Jonson Primary School



Special Educational Needs and Disability Policy

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Introduction

At Ben Jonson Primary School, our guiding principle is one of Inclusion. We strive to be an inclusive school, which means supporting the full range of pupils who make up our school community.

We aim to provide Quality First Teaching for all pupils to ensure they achieve their best, become confident individuals and responsible learners. We are committed to the best outcomes for all children, including those with SEND through working collaboratively with a range of professionals. We aim to have best SEND practice embedded within universal provision rather than viewed as an addition. Every teacher at Ben Jonson is a teacher of SEND and it is our priority that every member of staff makes inclusion a priority.

Through high quality classroom management, appropriate differentiation, reasonable adjustments and high-quality resources, we seek the highest levels of attainment and achievement for our pupils, including those with SEND. We strive for staff and pupils to see difference as an asset. It is our duty to ensure that SEND never serves as a barrier to opportunity or a student reaching their full potential.

We aim to rigorously assess and review the learning progress of our pupils. If a pupil does not make adequate progress even when teaching approaches are targeted appropriately, then the pupil may be identified as having special educational needs. A child must not be regarded as having a learning difficulty solely because the language of home is different from the language in which s/he will be taught.

Principles

- At Ben Jonson Primary School, we acknowledge that we are all teachers of children with special educational needs and disabilities, and that meeting their needs is the concern and responsibility of the whole school.
- At Ben Jonson Primary School, we see difference as an asset.
- We believe the child is at the heart of what we do.
- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum that is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents or carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

Aims

- To ensure that we take the views of the child and their family into account when planning and evaluating their SEND provision.
- Parents/carers should be informed of any concerns at the earliest opportunity. The knowledge, views and experience of parents/carers are vital.
- A child's needs must be identified and assessed as early as possible, so that appropriate strategies can be used to help the child.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that a child with SEND's experience of learning is free of stigma or unnecessary separation from them and their peers.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum that is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.
- We will be considerate of the limitations of the label of 'SEND' in recognising the diversity and wide ranging needs and talents within it.
- We will at all times seek to provide a positive environment that values the contribution made by children with special needs and seeks to raise their self-esteem.
- This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assess, plan, do and review.

2. Definition of SEND

The SEND Code of Practice (2015) deems a child as having Special Educational Needs or Disability when they have a learning difficulty or disability that calls for special educational provision to be made for them.

The SEND Code of Practice defines a child of compulsory school age as having a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Special Educational Provision is defined as:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools,

mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind (SEN Code of Practice, 2014).

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- Is significantly slower than that of their peers starting at 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

Ben Jonson Primary School are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, teachers have the opportunity to highlight pupils in their class who may be in need of additional support for their learning during the termly SEND Review Meetings. The teacher must provide evidence of differentiation and different approaches to learning. The teacher will then work with the Inclusion Team to assess whether the child has SEND. The SENDCO or Assistant Head teacher for Inclusion will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Adaptation at Ben Jonson Primary School

Teachers at Ben Jonson Primary School have high expectations of all learners which is embedded into their practice. We expect Quality First Teaching complete with appropriate adaptations for children with SEND to access the curriculum. The learning environment should be altered to enable children with SEND access for all learning opportunities along with their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the Inclusion Team, outreach teachers and professionals from other external agencies for advice as needed.

3. SEND Support and EHCPs

SEND support

When a pupil is identified as having SEND, we act to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of ‘assess–plan–do–review’ as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will involve appropriate specialists and outreach services.

If a child requires a lot of support from outside agencies as well as extra adult supervision, then a personalised ‘SEND support plan’ will be created. Within this document there will be various advice and strategies and important information about the child to help them make progress. This document is updated with termly targets set in our Inclusion Review meetings and shared with all professionals working with the child.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school’s register of SEND pupils by the SENDCO. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child’s needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child’s education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process. The Local Authority, having evaluated the needs of the child, will determine which band of funding they will have access to.

EHCP targets will be recorded not only on the Annual Review report but also in Inclusion review meetings and in their SEND action plans.

Liaison with external agencies

The AHT for Inclusion initiates contact with external agencies, after consultation with the class teacher and the pupil’s parents/carers. Agencies currently consulted by the school include:

- Speech and Language Service
- Support for Learning Service

- Educational Psychology Service
- Social Services
- Education Welfare Service
- Community Paediatrician
- Community nurse
- Physiotherapy
- Occupational Therapy
- Child Adolescent Mental Health Service
- Tower Hamlets Emotional Wellbeing project
- Phoenix Outreach Service
- Stephen Hawking's Outreach Service

Specialists from these agencies may act in an advisory capacity, provide additional specialist assessment, or be involved in teaching a pupil directly.

We currently have a service level agreement (SLS) for our speech and language therapist to support our school every Tuesday. We also have one educational psychologist who manage a caseload in the school.

Additional support for learning available to pupils with SEND

The SENDCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include:

- ELS
- Catch up Literacy
- Headstart
- Maths core skills interventions
- Speech and language interventions
- Lego Therapy
- Musical Interaction
- Sensory Circuits
- Early Words
- Fresh Start
- Colourful Semantics
- Little Explorers
- Speech Bubbles
- Black Sheep Resources for Speech, Language and Communication
- Bucket time

Interventions are delivered by trained Teaching Assistants (TAs) under the direction of the teacher and/or the SENDCO. Other interventions are delivered by Inclusion leaders or the teachers themselves. The Teaching Assistants work closely with school staff to ensure that we address the needs of our pupils effectively.

Some pupils are supported in class for part of the school day by a teaching assistant either individually or in a small group. These pupils continue to have the same opportunities as

their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. TAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed. We seek to avoid dependence or the 'velcro' model, recognising the negative impact this can have on progress.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. As one of the four broad areas of needs as identified in the SEND code of practice (2015), SEMH consideration must be incorporated into all we do in line with our SEND policy. At Ben Jonson Primary School, we have a SEMH provision and share a partnership with Bowden House. Due to this targeted commitment to providing for SEMH, we publish our graduated SEMH offer and aims for work specifically targeting this area of need (see appendixes).

4. Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole. The names of the current post holders may be found in Appendix 2.

Teachers

- To provide Quality First Teaching for all the pupils in their class
- To provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- To be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- To work with the Assistant Headteacher for Inclusion and the SENDCO to monitor the effectiveness of interventions and the progress made by pupils with SEND

Teaching Assistants

- To work under the instruction and guidance of the teacher to support the delivery of Quality First Teaching and to help raise the standards of achievement for all pupils
- To support pupils on a one to one basis or in groups to enable access to learning in lessons
- To assist the teacher in the management of pupils and the classroom
- To provide quality care for pupils with medical or physical needs

Assistant Headteacher for Inclusion

The Assistant Headteacher oversees the work of the Inclusion team as a whole and sets the vision, strategy and action plans for how the team works together and interacts with the rest of the school. The team includes a Special Educational Needs and Disability Coordinator (SENDCO), Assistant SENDCO, a Learning Mentor, a speech and language specialist and a Family Support Worker. The current post holder is Raul Casas Oriza.

This role includes:

- Evaluating new causes of concern and identifying appropriate support within the Inclusion team
- Organising and chairing SEND review meetings
- TA deployment and day to day TA support and development
- Line management of Higher Level Teaching Assistants and Inclusion team
- Development and implementation of Inclusion strategy including the priorities of the Inclusion team across the school
- Oversight of pastoral support including Learning Mentor output
- Oversight of attendance support
- Oversight of Family Support output and strategy
- Oversight of safeguarding systems
- TA and whole school staff professional development and training for Inclusion staff Inclusion CPD
- Identifying and evaluating needs of pupils in target year groups alongside class teachers and families
- Overseeing SEND action plans and reviewing implementation for children in target year groups
- Planning and differentiation support for class teachers in target year groups
- SEMH provision including the SEMH provision within Ben Jonson as well as the partnership between our school and Bowden House
- Inclusive play provision, break time and Inclusion team led lunchtimes
- Year 6 to secondary transitions
- EP referral register and process
- Evidencing impact metrics and systems for all Inclusion outputs
- SLT and governor's contact for Inclusion issues and ideas

Special Educational Needs and Disability Coordinator (SENDCO)

The SENDCO is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at Ben Jonson School. The current post holder is Raul Casas Oriza.

This role includes:

- working in collaboration with the Assistant Headteacher for Inclusion, school governors and staff to develop a clear strategic direction for SEND
- promoting the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- planning regular meetings with staff to assess, plan for and monitor children's progress
- working with the Assistant Headteacher for Inclusion and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- creating and maintaining records of all children on the SEND Register
- liaising with parents/carers of children with special needs through team around the child meetings and annual reviews

- liaising with external agencies, including pre-school settings, secondary schools, educational psychologists, school nurse, speech and language therapists and outreach support staff
- liaising with Teachers and Teaching Assistants about pupils' SEND in order to provide them with advice and support
- arranging staff training and advising colleagues in SEND matters
- keeping up to date with developments in SEND through attending training courses and reading relevant documents

Governing Body

The school governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, pupil's needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the Children's Trust and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice 2015 and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their SEND policy. This may reflect the success criteria noted on the last SEND policy.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's Inclusion Team. The Headteacher seeks out and shares best practice with the Children's Trust and other schools.

5. Admissions

If a parent wishes their child to attend Ben Jonson School we follow the guidance from the borough.

“The Children and Families Act 2014 requires us to consult with the parents preferred school for their views and the LA that maintains the school where appropriate.”

Tower Hamlets LA is obliged to comply with parental preference unless:

1. The school is unsuitable for the child’s age, ability aptitude, or his/her special educational needs.
2. The attendance of the child at your school would be incompatible with the provision of efficient education for the children with whom he/she would be educated.
3. The attendance of the child at your school would be incompatible with the efficient use of resources.

During the consultation process:

- We will study the child’s EHC plan, visit the child for an observation in their educational school setting and have a discussion with the professionals currently working with the child.
- After the visit, we will discuss the child’s needs with the Headteacher to evaluate whether Ben Jonson can meet the needs, considering the 3 points above.
- We will not meet with parents during the consultation period, as there may be a differing opinion and should the parents disagree with our decision during the consultation, it may go to tribunal. Therefore, the borough advises schools not to talk to parents.
- If we are unable to meet the child’s needs we will write a letter to SEN section, not the parents.
- If we are able to meet the child’s needs we will respond to the borough and then a transition meeting will be arranged at a later date that includes all professionals and parents.
- We are able to express our professional opinion during the consultation process but we do not ultimately make the decision on whether a SEND child attends Ben Jonson.
- The SEN section at Tower Hamlets makes the decision as to whether a child attends Ben Jonson or not. They will also communicate with the parents during the consultation process, not Ben Jonson Primary School.

6 Specialist provisions and facilities

All teachers in the school are teachers of children with special needs and attend a variety of courses related to special needs issues. Ben Jonson Primary School has a number of teaching staff and Learning and Teaching Assistants, who are employed to support our children with special needs.

Our school is fully adapted to suit the needs of disabled users. Within the school, we have wide corridors to support children using wheelchairs or other specialist equipment, a lift, three disabled bathrooms with shower access as well as a physio room for physiotherapy for all pupils.

At Ben Jonson Primary School we also have a sensory room for pupils to access and we make good use of corridor space by creating personalised calming areas for pupils.

Allocation of resources

Ben Jonson Primary School has a number of support staff allocated to SEND children. The allocation of support is dependent on the level of the child's need. The details of how individual pupils receive support are recorded on their 'SEND Support plans.'

The school receives additional funding for pupils with EHC Plans depending on their banding outlined on the EHC Plan.

The SENDCO is responsible for allocating support to children. The SENDCO has a non-teaching post but will directly support special needs children, in addition to her other SENDCO duties.

Ben Jonson Primary School has a central resource of special needs equipment for use throughout the school. This equipment is kept in the Inclusion room and the SENDCO is responsible for monitoring its' use and updating the stock as necessary. Part of the school's budget is allocated to this purpose on an annual basis.

The time needed for class teachers and support staff to meet with the SENDCO, to identify, assess and plan for a child's special needs should in part be allowed for in directed time.

7. Training

Arrangements for training and development of all staff including Teaching Assistants and Midday Meal Assistants

Whole staff SEND training will be co-ordinated by the Assistant Headteacher for Inclusion and the SENDCO in conjunction with other school leaders. Training for teaching and support staff will be prioritised according to the School Development Plan and individual needs.

Professional development in SEND and Inclusion

Professional development in SEND and Inclusion takes place at three levels:

- Training for all the staff in the school
- Training for a particular group of staff, such as the teaching assistants
- Training for individuals

Within the last two years there has been the following training and professional development:

<p><i>Training for all the staff in school</i></p>	<p>Understanding roles within the Inclusion team Understanding models of inclusion within the classroom Read Write Inc Autism Training SEND changes Speech and language Best practise 1:1 reading and HFWs Understanding attachment Using Zones of regulation The relational approach Restorative Justice Emotion coaching Establishment and Re-establishment phase training</p>
<p><i>Training for a particular group of staff, such as Teaching Assistants</i></p>	<p>Singalong for members of the inclusion team Intensive interaction Understanding ASD and behaviour Using visuals effectively Coreboard training SEMH Champions training with our EPs Medication training Manual handling Epilepsy training Feeding training Positive handling training (Team Teach) Supporting children with language difficulties Diabetes training Peg training Supporting parents with Autism</p>
<p><i>Training for individuals</i></p>	<p>Support sessions / visits for staff from specialist teachers from the behaviour support team and Phoenix Outreach Asthma and Epilepsy training Speech and Language advice/support Occupational therapy modelling Physiotherapy modelling Minute taking SENCO conference Child Protection training Elkanan training Every child a communicator Social stories and Comic Strips</p>

8. Partnership working

Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEND.

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Ben Jonson Primary School takes pride in establishing a positive partnership with parents. Parents are kept informed about the school's provision and their child's progress through termly parent meetings. When necessary, members of the Inclusion Team make home visits regarding concerns about a child's progress or welfare.

Parents of any pupil identified with SEND may contact the Parent Partnership Service (Parent Advice Centre) for independent support and advice. Your child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns, they should first talk to the class teacher.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to their 'in class action plans,' discussions about choice of schools and transition processes.

Links with other mainstream schools and special schools

Ben Jonson Primary School is keen to work closely with pre-school groups and nurseries to ensure smooth transition for children coming into our school or nursery.

Advanced planning for pupils in Year 6 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The SENDCO will liaise with the SENDCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. The secondary SENDCO will also be invited to the end of year Annual Review for pupils with an EHC Plan.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Ben Jonson Primary School also has close links with special schools, especially Phoenix and Stephen Hawking School. The Outreach support provides advice, monitoring and support for specific children in the school and part-time placements.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area. A number of other agencies also work with the school to provide advice and support for pupils throughout the school. These include Outreach support, Speech and Language therapy, the Language Support Services and specialist agencies such as The British Diabetic Association.

Success criteria

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. Specific success criteria for each year are set out in the School Improvement Plan.

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling – pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2001</i>

Definition of Disability

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”

See Section 17(11), Pupils Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

Appendix 2

Current post holders:

Headteacher: Norma Marshall

Assistant Headteacher for Inclusion & SENDCO: Raul Casas Oriza

Assistant SENDCo: Rachel Corbishley

SEND Link Governor: Fiona Durnian

Educational Psychologist: Meher Syeda

Speech and language therapist: Lydia Dobie

Appendix 3

Complaints procedures

If a parent feels that their child's needs are not being met they should discuss their concerns first with the class teacher and then request to meet with the SENDCO and/or the Assistant Headteacher for Inclusion. She will listen to and record the concerns and explain what the school can do to help the child.

If they are still not satisfied the schools' complaints procedure is set out in the school prospectus.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Appendix 4

Social Emotional Mental Health (SEMH) offer

Children and young people's mental health and emotional wellbeing is a priority area for Ben Jonson School. We believe in enabling all children to thrive and realise their potential. Children can only settle to learn when they are safe and contained, physically and emotionally. Children need varying levels of support in order to thrive at different stages of development. We are committed to providing responsive and robust support to enable all our learners.

Young people's mental health is also a priority area societally and for the government. In 2015, the Special Educational Needs (SEN) Code of Practice was renewed and highlighted SEMH as one of the four broad areas of need. This was changed from the previous category of need described as 'behaviour, emotional and social difficulty'. This reflects the change in conceptualisation about behaviours in schools, broadening the responsibility on schools from just responding to 'challenging behaviour' to teaching about social interactions, self-regulation and about mental health.

The 2018 government green paper entitled, 'Transforming Children and Young People's Mental Health Provision' advised all schools identify and train a Designated Senior Lead for mental health. Our Head of Inclusion, Raul Casas Oriza, is a trained Senior Mental Health lead Champion and Mental health First Aider and oversees the school's SEMH offer.

Expected outcomes and indicators

As a consequence of implementing our SEMH offer, we do not anticipate all mental health and behaviour needs to be eradicated. Instead we hope to have an appropriate response to a range of need.

We will know we are successful if:

- Children and adults at Ben Jonson have their mental health and wellbeing needs recognised and acknowledged
- Responses are timely and personalised- different responses are available for different needs. Responses occur at the earliest possible time as we recognise early intervention is more effective for the person and cost effective for the school
- All groups in our community understand the offer and are able to access it as they need (children, families, staff)
- Provision for mental health and wellbeing is reflected upon and adapted depending on feedback and the needs of the community
- Enough provision is in place at wave 1 and 2 to enable most people to thrive to the best of their ability the majority of the time- children are noticeably coping in school and able to achieve without barriers regarding their personal wellbeing
- Referrals on at wave 3 are available and accessible- sources of support are secured sensitively
- Interventions are impactful- they create change for the child and the family. Children are calmer, more contained and regulated. They are able to engage with learning for longer periods.
- Families know the positives and successes of their child in school, they feel trusted, respectfully challenged and supported by the school.

