

# EVERSLEY PRIMARY SCHOOL



## SCHOOL POLICY

***SEND***

Implemented: ..... 1<sup>st</sup> July 2018

Date for review: ..... Summer 2021

## Eversley Primary School

### Special Educational Needs & Disabilities (SEND) Policy

#### School mission statement

In our school every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

#### Aims

- To identify children with Special Educational Needs early and assess the nature of their needs.
- To implement any measures deemed necessary for a child to access the curriculum.
- To work effectively with outside agencies to provide the best support for each child.
- To provide the resources necessary for a child to access the curriculum.
- To monitor the progress and to structure the learning to meet the needs of every child with Special Educational Needs.
- To take into account the views of the child and to recognise the role which parents have to play in supporting their child's education.
- To regularly review and monitor the efficient implementation of the whole policy with the governing body and staff.

#### Definition (SEN Code of Practice 2014)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

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

A child under compulsory school age has special educational needs if they fall within the definition of A) or B) above, or would do so if special educational provision was not made for them.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the special educational needs definition.

#### Admissions policy

No child will be refused admission to school on the basis of his or her special educational need. 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 (see Admission policy for the school, as agreed with the Local Authority)

#### Role of Class Teacher

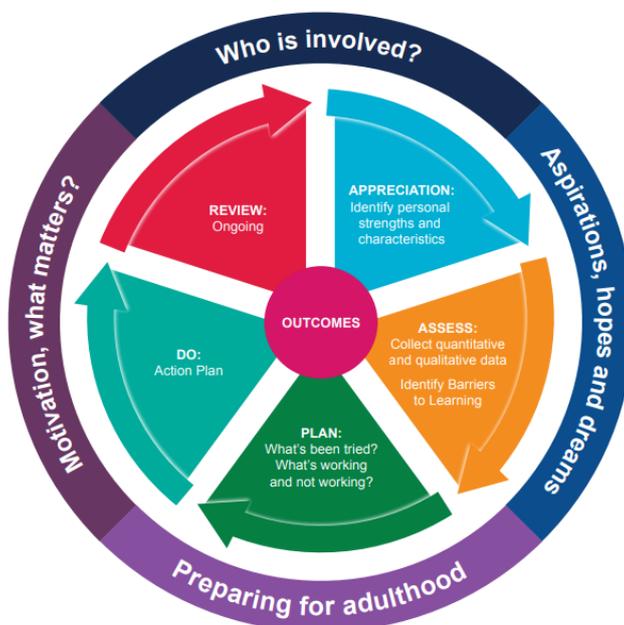
All practitioners are teachers of children with SEN. All teachers are expected to provide 'Quality First Teaching' that is differentiated and personalised to meet the individual needs of all children.

Teachers and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and English;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- facilitating individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Teachers directing support staff

## A Person Centred, Graduated Approach to SEN

Through a 'Person Centred', Graduated Approach, we identify we identify those children who need additional support to achieve. This support may need to focus on their learning, progress and attainment, their behavioural skills, their social, emotional, communication, physical or sensory needs or on a combination of these. If identified with having a SEN then the school offers support within two distinct levels.



## SEN Support

This will be initiated when a child is making little progress from their individual baseline assessment or when a child is working well below national expectations for a child of their age. It may also be triggered when a child is showing particular signs of difficulty in developing skills in English or Maths. They may have persistent behavioural or emotional difficulties which exceed the limitations of the school's behaviour system. A child may have a physical or sensory difficulty, requiring some specialist equipment or provision. They may have communication and/or interaction difficulties which are not improving despite curriculum provision. We aim to provide high quality teaching to all children which is planned and delivered to meet each child's individual learning style, rate of learning and pitched at their level whilst maintaining high expectations. When children need more support than is given ordinarily to a child of their age, a SEN assessment will begin. Where children have difficulties which are considered to be persistent, and / or will require the input from additional staff or outside agencies, a SEN assessment will commence. Some children may join the school having previously been identified in another educational establishment as having SEN. If this is the case, we will liaise with the child's previous school to obtain their records and information concerning the child's needs and the interventions needed to support the child. When a child is identified as needing an SEN assessment, the SENCo gathers a range of information about the child. This information may include:

- Information gathered from talking to teaching and support staff about what the child does well and what they find difficult. What has already been tried and what works or doesn't work to help the child to learn.
- Information gathered from talking to the child about their strengths and difficulties and preferred approaches to learning.
- Information gathered from parents about what their child is good at and what they struggle with as well as what they are hoping for their child to achieve and how they think this can best happen.
- Information on the child's progress over time and their current academic achievement.

- Testing may be completed with the child to assess their current level of functioning. The tests used will depend on the child's particular areas of difficulty but may for example include reading and spelling tests.
- Observations carried out in class and on the playground if appropriate.
- Information gathered from any other agencies or professionals currently supporting the child.

A child's progress with SEN is carefully monitored, with termly review meetings between teacher and parents to discuss progress and review the individual SEN provision plan.

### **Education Health and Care Plan (EHC Plan)**

If a child fails to progress even with considerable support at SEN Support, it may be considered necessary to approach the Local Authority to request a formal assessment of the child's special educational needs. It is a lengthy process in which substantial evidence is collected on a child's needs. If successful, a child is awarded an EHC Plan. The school are then assisted financially to provide additional support for the child. Every child with Special Educational Needs will have an Individual Education Plan (IEP). This plan lays out the pupil's bands, areas of strength and concern, intervention programmes and provision to be used and the outcomes to be achieved. They will also have a One Page Profile document that details what the child's strengths and difficulties are and what the long term aims are for the child.

IEP's are reviewed each term. The process of review involves the child, the class teacher; the child's LSA, and the parent in order to get the maximum input on the child's progress and needs for the coming IEP. For children with an EHC Plan, an annual review will be held each year around the date that the EHC Plan was first issued. This meeting will involve the SENCo, parents, carers, teacher, LSA's, any outside specialists or agencies working with the child and will involve the child themselves. This review looks at how the child is progressing towards the targets laid out in their plan and any changes to their needs which may require additional local authority support or an amendment to the plan.

### **Intervention programmes:**

The additional support given to a child will be dependent on their specific needs. It may include support from an LSA, Behaviour Support Worker or Learning Mentor within the class, in a small group or 1:1. They may require specialist equipment or individualised strategies to meet their needs. The support each child receives will be laid out in their IEP. Children with Special Educational Needs have time allocated to them to work on their specific IEP Outcomes.

Most children spend some time each week working either 1:1 or in a small group with an LSA. During this time, they complete short activities designed around their outcomes to enable them to practise the key skills and knowledge they need to progress. These activities include elements of visual, auditory and kinaesthetic learning to help learners who need additional practical stimulation in order to gain new skills. Children also take part in a number of other interventions, depending on their needs. These may include Rapid Maths, Writing & Reading, Enrichment programme, Zones of Regulation or Smart Thinking or any other intervention as necessary to their needs.

Monitoring and Evaluation Children's progress is under constant monitoring by their class teacher. It is also reviewed more formally each term at Class Data Review meetings, which the SENCo attends. Where a child is making good progress over a sustained period of time and have met all of their outcomes, they could potentially move off of SEN support. Where a child is struggling, new strategies will be put in place, extra support given where needed or referral to outside agencies to provide more specialist advice.

The progress of individual and groups of children is monitored termly. Information is generated on the progress and attainment of these children in comparison to the rest of the cohort to see where particular children or groups of children are making less than or more than expected progress.

### **The role of the SENCo is to:**

- manage the day-to-day operation of the policy;
- to monitor the movement of children within the SEN system in school.
- to provide the Head teacher and Governing Body with regular summaries of the impact of the policy on the practice of the school.
- co-ordinate the provision for and manage the responses to children's special needs;

- support and advise colleagues;
- oversee the records of all children with special educational needs including managing the transfer of files to and from other school's when children join or leave;
- liaises with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Monitor the quality of IEPs
- Supports staff in providing High Quality Teaching and accessing Provision Guidance Toolkit.
- Research innovations into SEND
- Improve the quality of teaching and learning for pupils with SEND
- Ensure that SEND is high priority and well planned for within the school and is always developing.
- Monitors provision and differentiation for pupils with SEND.
- Contributes to the professional development of all staff.

### **The role of the Governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Through staff development we strive to improve the quality of our teaching. Where funding is available the SENCo will attend any appropriate courses and arrangements will be made for staff to receive in-service training.

### **Complaints procedure**

If parents have a complaint concerning Special Educational Needs provision their child is receiving, they have the right to make a complaint.

Initial concerns should be expressed to the class teacher, or SENCo. If a parent is not satisfied with the outcome of this, a complaint should be made following the schools Complaint Policy.

### **Transition Arrangements**

Early Years staff and the SENCo liaise with the Pre School providers and parents of children due to start at Eversley, to ensure that children with identified Special Educational Needs have support arrangements in place before they do so, and that there is an awareness of any parental concerns.

When a child moves to another school then all records including special needs forms will be transferred. On transferring to another school or to secondary school the class teacher and SENCo will liaise with the special educational needs co-coordinator of that school and pass on all records as well as other relevant information.

Liaison with secondary schools includes specific opportunities for the SENCo to discuss individual pupils, passing on relevant information and organising school visits or meetings with parents as necessary, to ensure smooth transition for our SEN children.

### **SEN Information Report**

The school publishes an annual report on SEN on its website containing the information required by the SEND (Information) Regulations 2014. This includes information on where the Local Offer can be found at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)