



Etruscan Primary School

Special Educational Needs (SEN) Policy

Last Reviewed: Spring term 2017

Review Date: Spring Term 2018

Basic Information

Etruscan Primary School strives to provide an inclusive education for all children who attend the school. Etruscan Primary School is a mainstream school which also provides education for children with special education needs and disabilities. Every teacher is a teacher of every child, including those with Special Educational Needs (SEN).

Etruscan Primary School is a larger than average primary school with a high percentage of pupils from ethnic minority backgrounds and pupils who have a first language that is not English.

The Special Needs Co-ordinator (SENCO) at Etruscan Primary School is Mrs Fox. The SENCO has received the National Award for (SEN) Co-ordination and is a member of the senior leadership team in school.

The SENCO can be contacted via the school office by telephone on 01782 235711 or by email etruscan@etruscan.org.uk

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

This policy was developed by the SENCO in consultation with the senior leadership team, parents and families and shared with the Governing Body.

Aims

At Etruscan Primary School we want to raise the aspirations and expectations for all pupils including those with special educational needs and disabilities. As a school we focus on the outcomes for children and not just the hours of provision and support. The school aims to provide all children with a broad and balanced curriculum. It aims to ensure that all teachers are able to identify and provide for pupils with SEN.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

Identifying Special Educational Needs

In the SEND Code of Practice 2015 identifies four broad areas of need for pupils with SEN and disabilities. Identifying a child to have SEN include barriers to learning within the following areas of need from the SEN Code of Practice:

Communication and interaction:

- Speech, language and communication needs including social communication;
- ASD including Asperger's Syndrome and Autism.

Cognition and learning:

Children who learn at a slower pace even with appropriate differentiation this includes:

- Moderate learning difficulties;
- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

Children who experience a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Some children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs:

- Vision impairment;
- Hearing impairment;
- Physical disability.

While the above four categories of need broadly identify aspects of primary areas of need for children, at Etruscan Primary School, we identify the needs of a pupil by considering the needs of the whole child.

There are a number of factors that may impact on progress and attainment that **are not SEN** in themselves although any of these pupils may also be identified with a SEN:

- Disability (The Code of Practice 2015 outlines ‘reasonable adjustment’ duty for all schools under current disability equality legislation. Disability alone does not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Pupil Premium Grant;
- Being a looked-after child (LAC);
- Being a child of a serviceman/woman.

Behavioural difficulties are not considered to be a Special Educational Need but a response to an unmet need which should be further investigated and addressed through appropriate provision for the child and their family.

A graduated approach to SEN support

Every teacher at Etruscan Primary School is a teacher of every child, including those with SEN. All children are entitled to good quality first teaching and every class teacher is required to provide this for all pupils through good quality personalised teaching and differentiation. Children may be identified as having SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. Teachers are accountable for the progress of all pupils including those with SEN even when pupils access support from Teaching Assistants or specialist support staff.

When making the decision to place a child on the SEN register a discussion between the teacher, SENCO and senior leadership team will take place during half-termly progress meetings. Parents must be consulted and their views obtained. Parents are also able to raise concerns about their child if they consider that they may have SEN.

Prior to this discussion, the class teacher will assess, plan, do and review. This will include:

- Teacher assessment and standardised tests will be carried out;
- Teacher will plan and differentiate work to meet the needs of each pupil based on assessment;
- Initial discussion of concerns with parents and families will take place through parents meetings and additional meetings arranged at the parents or teachers request;
- Support will be given to the child to ensure quality first teaching and 'catch up' interventions will be provided with advice sought from the SENCO where necessary.
- Teachers will then re-assess children and if the child has not made progress at the next pupil progress meeting the decision will be made to put the child on the SEN register as additional support or investigation into barriers is required to ensure adequate progress is achieved. An 'Early identification of Special Needs' form (**Appendix 1**) will be completed and kept as a record of SEN.
- Parents will be involved at every stage.

Managing pupils' needs on the SEN register

If a decision has been made to place a child on the SEN register, the teacher will invite the parents into school to discuss the decision and agree strategies about how to support their child at school and home.

Since September 2015, there is now a single category of support for children being placed on the SEN register. This is called SEN support. If a child is placed on the SEN register the class teacher and SENCO will plan an intervention (or interventions) for the child and the class teacher will record this on a class provision plan. Children who receive additional support will have a pupil passport which records information collected and agreed by the child, family and classroom staff to understand the needs of the pupils in more depth and plan ways to support them.

This information will be shared with parents to ensure children have the best possible chance of success. Interventions will be monitored and reviewed termly to review the impact of this intervention. Some interventions may be reviewed prior to this dependant on the outcome of it.

Class teachers will be available to speak to parents at the end of each school day if a parent wishes to raise a concern. If parents would like to talk in more detail or in a quieter place, an appointment can be made to speak to the child's class teacher or the SENCo. Class teachers will suggest ways in which parents can support their child's needs. The SENCo or a member of the senior leadership team may meet with parents to discuss strategies for children who are having difficulties with emotional or social needs.

At times the school may require additional guidance and advice from outside agencies (see appendix). If this occurs, the class teacher and/or SENCo will discuss this with parents and seek signed consent to make a referral.

If a child receives support from an outside agency, the school will work alongside the agency to support the child in school. The responsibility for progress and attainment will remain with the school and will continue to review the impact through half-termly pupil progress meetings and termly SEN reviews between the class teacher and parents. If a child is receiving support from an outside agency and continues to make inadequate progress a decision may be made to request a statutory co-ordinated assessment. This may result in an Education, Health and Care Plan (EHCP). The SENCO will be responsible for making a case to the Local Authority for Statutory Assessment following a family conversation where parents' views will be recorded.

Monitoring and evaluation of SEND provision

The SENCO, senior leadership team (SLT) and Governing Body meet regularly and carefully monitor the quality of provision offered to pupils at Etruscan Primary School. This is currently carried out through:

- Monitoring of Teaching and Learning;
- Learning walks;
- Pupil progress meetings taking place half-termly,
- Data analysis
- Planning scrutiny
- Regular staff audits;
- Inspections eg. by OFSTED or HMI
- Termly meetings held with SENCo and SEND advisor from Stoke-on-Trent SEND Services.
- SEN Review meetings.
- At half termly pupil progress meetings, the individual SEN pupils are reviewed using teacher assessments and pre and post intervention data. If pupils have made accelerated progress their removal from the SEN register is considered.

Accessibility

The school has a Single Equality Scheme and an Accessibility Plan which is updated annually. The new school extension has been made to be accessible to meet the needs of pupils with disabilities. The building is accessible for wheelchair access.

There are disabled toilets for adults and children and changing facilities for children within the child's foundation stage disabled toilet. The school currently has 1 disabled car parking space.

SEND disability services alongside occupational health and physiotherapy services support the school with advice and equipment where possible to ensure the school is accessible for disabled pupils. Specialist equipment is available for pupils with specific physical difficulties to ensure accessibility. The school provides parents with translators where possible to improve the access to information for parents who do not speak English.

Inclusion in activities beyond the classroom

Activities and school trips are available to all pupils.

- Risk assessments are carried out and procedures are put in place to enable children to participate.
- Alternative transport is arranged to transport pupils with disabilities if safety regulations do not meet individual needs on school transport. On these occasions parents are involved in these arrangements and will be required to give consent.
- Individual risk assessments and 1:1 support is provided for children who require additional support on school trips. These arrangements are shared with parents/carers prior to school trips.

Support for improving the emotional and social development of pupils

The school offers a wide range of pastoral support for children who are experiencing mental health, social or emotional difficulties. These include:

- Members of staff such as the class teacher, support staff, Home School Link Worker, SENCo and senior leadership team to support children.
- The school has two part-time Learning Mentors, who support children with emotional difficulties.
- Educational Psychologist, Schools Counselling Service, Integrated Family Support, other professionals and outside agencies.

Pupils with medical needs

Pupils with medical conditions are entitled to full access to the curriculum with reasonable adjustments if necessary.

- If a pupil has a medical need then a detailed medical care plan is compiled with the support of the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupils.
- Staff receive regular epipen and asthma training and any other relevant training delivered by the school nurse or specialist nurses.
- All staff have basic first aid training (Emergency first aid).
- We have a number of fully qualified first aiders who have completed the Paediatric First Aid or First Aid at School training delivered by St John Ambulance.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place when the medicine is in the original packaging with a prescription sticker attached with the child's name. A member of the Senior Leadership Team will administer the medicine in accordance with the schools medicines policy. Parents are welcome to come to school to administer medicine to their child during the school day.

Bullying

We have an anti-bullying policy in school.

Working together with pupils and families

The school aims to work in partnership with pupils and families. Parents will be invited to discuss the progress of the child every term, however parents are able to make appointments to speak to the class teacher or SENCO at any time. Pupil passports are co-produced with the involvement of parental parents, children and staff. These will be reviewed and updated termly. Pupils who have a Statement of Educational Needs (before September 2014) or an Educational Health Care Plan (from September 2014) will be invited to contribute to and attend an annual review of progress and provision. For pupils who have a Statement of Educational Needs each year selected year groups will have a Transfer review, in which the Statement may be transferred to an EHC plan. Parents, families, school and other agencies will be invited to attend.

We endeavour to involve all pupils to encourage them to fully participate in their learning.

Admission arrangements for pupils with SEN

No child will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see admissions policy). Pupils with a statement or EHC Plan are considered separately and before everyone else and will be accepted by the school if named on their Statement or EHC Plan.

Data Collection

Data is collected from parents annually including information about Special Needs.

Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education we will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of SEN or EHC plans. Pupils with statements of SEN or EHC plans will have next phase destinations and transition arrangements discussed at plan review meetings in the year prior to them leaving.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable contact at the next phase provider with whom the SENCO will liaise.

Training and resources

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs. Children who are allocated with high-dependency top-up funding will usually have this resourced as an SEN support assistant. This will be reviewed to ensure that the children are making the progress. Different members of staff have received training related to SEND.

These include:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with cognitive difficulties.
- How to support pupils with physical and co-ordination needs.

In 2015/16 staff have received training on Wave 3 Interventions including precision teaching, Inference Training, pre-teaching vocabulary, Read Write Inc 1:1 tutoring, supporting children with dyslexia, ASD, dyspraxia, Nuffield and Time to Talk. Staff working with pupils who have specific learning barriers receive training and support from specialist services to ensure that the pupils they support have quality provision.

In September 2015 the teaching staff received training on Quality First Teaching .

New staff receive in-house support as part of their induction process.

The SENCo has gained the statutory qualification, 'National Award for Special Educational Needs Co-ordination'. The SENCo attends the temly SENCo Forum to ensure they are kept up to date with changes and new initiatives.

Roles and responsibilities

- The school's SEN Governor is Christine Phillips.
- The school has a SENCo who has the day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Statements or EHC plans.
- The school has an Inclusion Team which consists of an Inclusion Support Assistant and a number of SEN Welfare Assistants who deliver interventions. The school also has two part-time Learning Mentors to support children with social and emotional difficulties. This team is line managed by the SENCo.
- Ms Clarke (Head of School) is the Designated Teacher with specific Safeguarding responsibility and is the Designated Teacher with specific LAC responsibility.
- Mrs Fox (Inclusion Leader / SENCo) and Mrs James (Inclusion Assistant) are the members of staff responsible for managing the schools responsibility for meeting the medical needs of pupils.
- Mrs Fox (Inclusion Leader / SENCo) is also responsible for Pupil Premium.

Storing and managing data

Day-to-day documents such as provision plans and pupil passports for SEN are stored and accessible for class teachers and other members of staff working with the pupils. Data sensitive information is stored in a locked storage container and accessible to the SENCo.

SEN data is passed on to the next child's school or stored in school until the child is 25 years old.

Data is stored in compliance with the Data Protection Act.

Complaints

If a complaint is made, this should be made initially to the class teacher. If a satisfactory outcome is not achieved then this should then be made to the Head of School and Executive Headteacher. If a resolution is still not achieved then the complaint should be made to the chair of the Governing Body. The school has a complaints policy which is available from the school office and on the school's website.

Reviewing the policy

This policy is reviewed annually.

Related Policies

- The Single Equality Scheme and Accessibility Plan
- Behaviour Policy
- Data Protection Policy
- Safeguarding Policy
- Anti-bullying Policy
- Complaints Policy
- Meeting the Needs of Pupils with medical needs policy
- Admissions Arrangements

We will review this policy on an annual basis.

Signed.....

M Johnstone

Executive Headteacher

Signed.....

Gini Cotton

Chair Federation Board

Date.....

