

# **Elmstead Primary School**



## **Special Educational Needs Policy**

**Approved by Governors: November 2018**  
**Review Date: annually**

## Our vision and ethos

At Elmstead Primary School, we aim to provide opportunities for all our children to be able to reach their aspirations, irrespective of their starting point or educational needs. We strive to enable our children to become resilient, well-rounded lifelong learners.

The achievement, attitude and well-being of every child in Elmstead matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution, which every individual can make to our school community.

## Definition of Special Educational Needs (SEN) and Disability

At Elmstead, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

## Key roles and responsibilities

The Special Educational Needs Co-ordinator (SENCO) Sarah Cleavelly has 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 Education Health Care Plans (EHCP). The SENCO is the Pupil Premium, EAL Lead, designated teacher for Looked After Children and Deputy Designated Child Protection Lead.

The SEN Governor is Polly Lewis, who is the chair of governors. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Board.

The Headteacher Ian MacDonald has specific responsibility for Safeguarding and is the Designated Child Protection Lead.

## Aims and Objectives

We aim to provide each and every child within Elmstead with inclusive teaching, which will enable them to make the best possible progress and allow them to become lifelong learners.

We ensure that we have a clear process for identifying, assessing, planning and providing for pupils with SEN, using a child-centred approach.

We aim to deliver suitable training and support for all staff in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

## Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

**Communication and Interaction** – these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning** – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health** – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or Physical Needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the

educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

#### How the school decided whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

Part of SEN support is creating a working document called a one plan which is regularly updated as more is understood about the child's SEN, including their response to interventions.

#### A graduated approach to SEN support

##### **The four part cycle:**

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

**Plan:** Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with LSAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

#### Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned with the child being as present as possible.

#### Managing the needs of children on the SEN register

Each child with SEN is an individual and their one plan is tailored to meet their particular needs. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEN
- Ensuring the one plan is implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Identifying on planning the provision they are making for children with SEN
- Supporting the SENCO with writing and reviewing targets.

LSAs are responsible for:

- Ensuring that day-to-day provision is in place for the children they support
- Implementing agreed strategies and programmes and advice from specialists
- Implementing agreed record keeping
- Maintaining specialist equipment and resources
- Regular communication with class teacher and SENCO

The SENCO is responsible for:

- The SEN policy and its implementation
- Co-ordinating support for children with SEN
- Updating the SEN register and maintaining individual children's records
- Monitoring the quality of provision and impact of interventions

- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing LSAs
- Liaising with and advising staff
- Maintaining regular contact with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying children with SEN
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools.

#### Criteria for removing pupils from the SEN register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

#### Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

#### Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability.

Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

The school office is responsible for the administration of medicines and health care plans/protocols.

## Monitoring and evaluation of SEN

The Headteacher, SENCO and Leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCO maps provision for each class, decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEN policy
- liaising termly with the SENCO
- reporting to the governing body on SEN
- ensuring that pupils with SEN participate fully in school activities

## Storing and managing information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in line with confidential documents. Individual SEN files are transferred to receiving schools when pupils leave Elmstead.

## General Data Protection Regulations

The General Data Protection Regulation came into force on the 25th May 2018. It regulates the way that Data Controllers, such as Elmstead Primary School, process personal data about people (students, parents, employees, etc) and the legal rights that individuals have in relation to that data. Data Protection is monitored at Elmstead Primary School by its Information Governing Board, which reports to its Data Protection Officer.

Elmstead Primary School's temporary Data Protection Officer is: Mrs Jackie Vaughan Contact details as follows:

Address: Elmstead Primary School, Elmcroft, Holly Way, Elmstead Market, Colchester, Essex. CO7 7YQ

Email: [bursar@elmstead.essex.sch.uk](mailto:bursar@elmstead.essex.sch.uk)

Phone: 01206 822889

Elmstead Primary School complies with information legislation.

### Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Elmstead to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved, parents may wish to engage with the School complaints procedures.

### How the policy was put together

This policy was created in consultation with stakeholders and reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

### Access to this policy

You can get a copy of our policy in a number of ways:

- The school website
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

### Additional SEN information

Additional SEN information including types of screening, interventions and parental/carer contacts can be found in the school SEN information report which is published on our school website, or a hard copy can be requested from the office. This includes our school offer and link to the local offer.