

SEND Policy

Date	Review Date	Nominated Person	Nominated Governor
Feb 2019	February 2020	Victoria Towers	Paul Albon
	(<u>annual/biannual/triennial</u>)	Website publication <u>Yes /No</u>	Committee FGB

EASTLANDS PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This policy complies with the statutory requirements laid out in the new SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- The Equality Act (2010)
- Special Educational Needs and Disability Regulations (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England KS1 & 2 framework (2013)
- Teachers Standards (2012)
- Accessibility Plan (School)
- Safeguarding Policy (School)

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:-

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 school.”
(See Section 312, Education Act 1996)

A child is not considered to have a learning difficulty solely because the home language is different from the language in which he or she is being taught in school.

The SEN team consists of the Special Educational Needs Co-ordinator (SENCO) and the Pastoral Support Lead, Mel Haynes and the Learning Mentor, Karina Huggins. At Eastlands Primary School, the SENCO is Victoria Towers. The SENCO is a member of the Senior Leadership Team (SLT) and is an experienced SENCO. You can contact her to discuss any concerns on: 01788 575328 or email her at: towers.v2@welearn365.com

If a parent has any concerns about their child, they can contact their Class Teacher or SENCO through the Home School Communication Diaries or the Office.
The SEND Policy was co-produced through consultation in the summer term 2015 with parents, SLT, staff and the Governing body.

Aims

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents / carers of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

Objectives of the School's SEND Policy

- To organise all our activities to ensure that each child is included in the life of the school
- To work closely with parents, sharing information on children's progress and their individual needs
- To continuously develop our ways of working to provide the highest quality of provision by setting suitable learning challenges for all our children
- To overcome potential barriers to learning and assessment for individuals and groups of pupils
- To identify and provide for pupils who have special educational needs and additional needs.
- To meet the requirements of the Children and Families Act (2014), the Equality Act (2010), the Special Educational Needs and Disability (SEND) Code of Practice (2014), Schools SEN Information Report Regulations (2014), Statutory Guidance on Supporting pupils at school with medical conditions (2014) and the Special Educational Needs and Disability Regulations (2014)
- To encompass the LA Statement of Policy for Children with SEND
- To facilitate pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum in England KS1 & 2 framework (2013), the school curriculum as a whole, and taking account of the SEND Code of Practice (2014)
- To respond flexibly to pupils' diverse needs
- To support pupils' learning without making them feel different or inferior to their peers
- To enable each pupil to become an independent and confident student
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs:

Identification of SEN may be through teacher observations, parental concerns or assessment results and tracking showing a lack of progress or concerns about behaviour. Identification of SEN may take place before a child starts school if concerns are raised by parents or early years practitioners. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014).

The Code of Practice describes 4 broad areas of need, which we need to plan provision for, these are: Communication and interaction; Cognition and learning; Social, emotional and mental health difficulties; Sensory and/or physical needs. It is important to note that the purpose of identification is to work out what actions as a school we need to take, when considering the needs of the whole child and not to fit a pupil into a category. These needs could also take the form of health or social emotional needs too.

It is also important to note that other factors that are not related to SEN can have an impact on a child's progress and attainment, these include: disability, attendance and punctuality, health and welfare, English as an additional language, being a Looked After Child or circumstances brought about by being the child of a Serviceman/woman.

As early identification is vital, Class teachers have an important role to play in identifying pupils who are making less than expected progress in their learning and less than expected performance in their class assessments.

According to the Code of Practice, less than expected progress is:

- Making significantly slower progress than that of their peers starting from the same baseline;
- Failing to match or better the child's previous rates of progress;
- The attainment gap between the child and their peers widens rather than closes;

A Graduated Approach to SEN Support:

At Eastlands Primary School, we operate a Graduated Approach to assessing and providing for a child's special educational needs. There is now one single category of SEN, SEN Support replacing the previous School Action and School Action Plus categories.

The Graduated Approach describes the process of identification, removing barriers to learning and providing an effective provision using a four-part cycle of assess, plan, do and review.

We operate a graduated response in school to assessing a child's needs. This begins with in-class assessments, followed by more detailed standardised assessments delivered by the SEN team in school to external assessments with outside agencies when deemed necessary.

Class Teachers and the SENCO track, monitor and review pupils with SEN termly at Pupil Progress Meetings. Parents and Carers of children on the SEND register are invited to meet the SENCO and Class teacher to review their child's progress each term and discuss next steps.

The first step in our graduated response to pupils who have or may have SEN at Eastlands Primary School is that all of our teachers provide high quality teaching for all children, with differentiation for individual pupils in each class and targeted teaching in areas of weakness, using a range of strategies such as pre-teaching. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants (TAs) or specialist staff, such as the SEN team.

If a pupil continues to make significant slower progress than that of their peers starting from the same baseline, fails to match or better their previous rate of progress or fails to close the attainment gap between the child and their peers, a meeting would be held between the class teacher and parents (the SENCO may also attend if appropriate) to share school's concerns and agree targets for an Individual Education Plan (IEP). A child with an IEP would also be entered onto the SEND register. For pupils with higher levels of need, the SENCO would consult parents and carers before involving external agencies and professionals for further support and guidance. Advice may also be sought from the Specialist Teaching Service (STS) in the form of specific assessments to pinpoint areas of need.

At this stage the child would receive a differentiated curriculum with increased support (e.g. resources or adult support) from within the classroom. Advice from the SENCO would continue to be sought. The IEP would be reviewed termly by the class teacher and parents would be invited to attend the review meeting. The class teacher would also review the IEP with the pupil and take account of their views. The progress of the child would continue to be monitored. If, after two terms, sufficient progress is not being made, or if there is an increased level of need, further advice and referrals to relevant agencies may be made (e.g. Educational Psychologist, STS).

A child may be considered to have a special educational need when the provision is 'different to or additional to' that normally available to pupils of the same age or when a pupil does not meet the required national standard. Extra provision can be in the form of a short intervention or extra pre-teaching in a small group or on an individual one-to-one basis. The Class teacher, in consultation with the SLT, SENCO and SEN team including TA, would set up extra provision, which follow the Graduated Approach cycle.

After two terms at the SEN Support stage, with carefully assessed, planned and reviewed additional provision, if a child continued to not make appropriate progress and the attainment gap between the pupil and their peers widened further, a more formal assessment from the LA may be sought in the form of an Educational Health Care plan (EHCP) assessment, after consultation with parents and carers and other stakeholders. It is important to note that this assessment may not lead to a child receiving an EHCP and that previous planned support would continue.

As a result of this assessment, funding may be made available by the LA to ensure that the child's needs will be met. The Head teacher and SENCO in consultation with parents and carers decide how the funding should be used. Every year, a pupil with a Statement or EHCP will have an Annual Review and it will take place during the term in which the statement was issued but for Year 5 pupils this will be in the autumn or spring term to enable sufficient time for suitable provision to be arranged at the secondary school.

It is important to note that children can be moved along through the process quicker if deemed appropriate and may come off the SEN register where reviews reveal satisfactory progress and appropriate levels of attainment. Parents will be consulted at every stage in the process.

Children will be involved in discussions about their individual programmes and progress made at each stage of the process.

Managing pupils needs on the SEND register:

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- Ensuring that all pupils have appropriate learning targets which are challenging
- Valuing the diversity of our pupils of which SEND are a natural part
- Ensuring that the reading stock includes stories with positive images of pupils with SEND
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine quality first teaching
- Seeking opportunities for pupils with SEND to work with other pupils
- Encouraging pupils with SEND to play/socialise with other pupils
- Developing links with special schools to extend all pupils' experience of diversity

Eastlands Primary School will take all steps to ensure that they do not discriminate against children with a disability in their admissions arrangements or in their education.

At Eastlands Primary School, we provide a broad and balanced curriculum for all children. Lessons are differentiated to meet the needs of all pupils with reasonable adjustments being made to the delivery of the teaching approach and resources used.

Children on the SEND register have an Individual Education Plan (IEP) with personalised targets, which are reviewed termly and co-produced with parents / carers, pupils, teacher and the SENCO. Alongside this, we set personalised home learning, which matches the needs of the individual children. Pupils with SEND are also included in interventions outside of the classroom, in small groups or on a one-to-one basis with teachers and Teaching Assistants. Class Teachers plan interventions at the start of a term, record them on pupil's IEPs with SMART targets and are

delivered during the term for a set period of time (usually 6-10 weeks) before being reviewed in IEP review meetings with parents/carers and pupils. Parents and pupils also discuss progress towards targets, half-way through the term at the termly Termly Learning Conferences (TLCs). The SEN team support and advise Class Teachers with setting targets and organising interventions. It is the SENCO's responsibility to ensure that targets on IEP's are up-to-date, reviewed termly and accurate records are kept.

The level of provision also follows a graduated approach with pupils with EHCPs or Statements receiving the highest level of support.

Criteria for exiting the SEND Register:

If a pupil's attainment is in-line with meeting national standards and the child is continuing to make expected or accelerated progress, with consultation with parents / carers, a child can be removed from the SEND register.

Supporting pupils and families

Parents and carers can find out more about the Local Authority's offer for SEND provision for pupils in Warwickshire here: <https://www.warwickshire.gov.uk/send>

Eastlands Primary School's contribution to the Local offer is stated in our SEN Information Report, which can be found on our website.

As a school, we regularly communicate, collaborate and subscribe to outside agencies such as the Educational Psychology service, Specialist Teaching Service Service (STS), Speech and Language therapists, the School Nurse and the Integrated Disability service (IDS). We also can access a range of voluntary organisations through an Early Help Officer when an Early Help is in operation. At Eastlands Primary School, we currently have three trained Lead Professionals who can run Early Help meetings, these include the SEN team. The SEN team may also signposts parents to other family support groups when appropriate.

Admission arrangements can be found on our website along with our Admissions policy.

We offer a smooth in-house transition programme, explained in detail within our SEN Information report, for children on entry to Nursery or Reception as well as transition between year groups. Alongside this, we work closely with Secondary School colleagues for a smooth transition to Key Stage 3 at the end of Year 6. Children with an EHCP also have additional support from outside agencies during transition and we endeavour to contact and meet with parents to discuss the needs of their child prior to transition.

When a pupil with SEND transfers to a new school or Secondary school, it is good practice to pass on all relevant documents containing advice and support on a child and to make contact with the new school's SENCO.

Transition between year groups are organised in-house when necessary between SENCO and Class Teachers, dependant on the needs of the child. These could include transition booklets, extra visits and photographs to name a few.

Children with SEND can require extra provision or different provision to access exams and assessments in school. Class Teachers use a wide range of methods to remove barriers when pupil take part in formal examinations or informal assessments in class and will support pupils with SEND by allowing extra time, providing a reader or a scribe or moving to a more appropriate environment when deemed necessary.

Supporting pupils at school with medical conditions

The Governors and staff of Eastlands Primary School accept that pupils with medical needs should be assisted if at all possible and that they have a right to the full education available to other pupils, including access to school trips and physical education. We believe that pupils with medical needs should be enabled to have full attendance and receive necessary proper care and support. Some pupils with medical needs may also have SEN and may have a Statement or EHCP, which addresses health and social care needs as well as SEND provision.

Eastlands Primary School fully complies with its duties under the Equality Act (2010). The Head teacher is responsible for Eastland Primary School's implementation of this policy.

Monitoring and evaluation of SEND

The Criteria for evaluating SEND provision at Eastlands Primary School is:

- The amount of identified teaching time available to support SEND pupils
- Tracking the progress of SEND pupils against Age related expectations
- Monitoring of progress using otrack and other information at half termly discussions between the class teacher and the head teacher at Pupil Progress Meetings.
- The impact of planned programmes of intervention and support
- Planning which shows evidence of differentiation for pupils with SEND
- INSET time allocated to staff development with reference to SEND, if and when appropriate
- The proportion of parents attending or contributing to reviews and consultations
- Recommendations by external agencies are acted upon and incorporated into the curriculum
- Children are confident and well motivated and are making measurable progress

Members of the SLT (Senior Leadership Team) will carry out regular monitoring duties to look at the quality of provision for children with SEND in school. This may include observations in the classroom, audit of pupil's books and planning, sampling of pupil, staff and parents' views as well as a focus on the learning environment including displays.

The SENCO, Senior Management team and teaching assistant responsible for SEN monitor the progress of all SEND children in school. The Senior Leadership team meet termly with Class Teachers to monitor whole school provision for all children and review the progress of all pupils including those with SEND.

At Eastlands Primary School, we are always striving to narrow the gap for children with SEND and have high expectations of their progress with an expectation that most pupils with SEND should make the same or better progress than their peers.

The SENCO has responsibility for ensuring that all parts of this policy are carried out.

Training and Resources

A wide range of SEND resources are stored in the school Meeting Room for teachers to borrow. An itinerary of these resources is displayed in the meeting room. Money may also be spent on additional resources, to meet the specific needs of individuals or groups of children. Any requests for additional resources should be made to the SENCO.

Each year, we have a planned programme of professional development to extend and enhance our knowledge of variety of different areas related to SEND. The training needs of our staff depend on the individual and varying needs of our current cohorts of children. The SENCO attends termly SENCO network meetings to keep informed with local and national updates in SEND.

As part of our schools Induction process and the yearly transfer of pupils to new Class Teachers, teachers and support staff informally meet with the SENCO to discuss the needs of individual pupils. The SENCO supports Class Teachers by explaining systems and structures in place alongside sharing the SEND policy.

Roles and Responsibilities

Governors

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEND pupils;
- Ensuring that the Special Educational Needs Co-ordinator (SENCO) communicates the specific details of the statement / EHCP to those who are involved with teaching and supporting pupils with a Statement or EHCP;
- Ensuring that SEND pupils are fully involved in school activities;

- Having regard to the Code of Practice when carrying out these responsibilities;
- Being fully involved in developing and subsequently reviewing SEND policy;
- Ensuring the SENCO reports to parents on the school's SEND Policy, including the allocation of resources from the school's devolved/delegated budget;
- Ensuring that SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- Ensuring that the quality of SEND provision is continually monitored;

SENCO's Role

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- The day to day operation of the SEND policy;
- Maintaining and making available the Schools SEND register;
- Arranging Annual Reviews for children with statements/ EHCPs;
- Providing advice to staff supporting, liaising with them and where necessary the completion of IEPs (Individual Education Plans);
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs;
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body;
- Co-ordinating the range of support available to children with special educational needs and / or disabilities;
- Identifying areas for in-service training.

The Role of the Class Teacher

- To be responsible for identifying the SEND of the children in their class and addressing their needs;
- To be responsible for writing IEPs for children in their class at SEN Support, with the support of the SENCO if necessary;
- To consult with parents /carers to obtain their views in writing children's IEPs;
- To consult with the SENCO in the preparation of IEPs for children on the SEND register;
- To be responsible for liaising with parents/carers regarding the SEND of their child and informing them if the child has been placed on the SEND register during the year or has been removed from it;
- To be responsible for forwarding copies of new IEPs to parents and SENCO each term;
- To contribute to the monitoring, recording of evidence and reviewing of IEPs.

Class Teachers should aim to:

- To provide equality of opportunity through teaching approaches;
- Give every child the opportunity to experience success and achieve as high a standard as possible;
- Meet the needs of all children with SEND through a variety of teaching and learning strategies.

The Role of the Teaching Assistant when working with SEND children

- To work under the guidance of the class teacher to support differentiated provision for children with SEND;
- To be involved in implementing strategies for addressing IEP objectives, including the preparation of resources for SEND pupils;
- To contribute to the monitoring, recording of evidence and reviewing of IEPs.
- To encourage and develop independence skills of children with SEND.

The Role of the Special Needs Teaching Assistant

The SEN Teaching Assistant's role is to work with the class teacher and under the guidance of the SENCO to support differentiated provision for a child on the SEND register. This will include:

- Working 1 – 1 with a child;
- Working with small groups of children;
- To encourage and develop independence skills of children with SEND;
- To be involved in implementing strategies for addressing the child's IEP objectives, including the preparation of resource materials; and
- To contribute to the monitoring, recording of evidence and reviewing of IEPs and to contribute to the Annual Review meeting for a child with a Statement of SEND or EHCP with whom they work.
- Regular liaison with the SENCO.

The Role of the Parents/Carers

At Eastlands Primary School each child is regarded as an individual with diverse abilities and strengths. We recognise the crucial role that parents and families play in the lives of all children, including those with Special Educational Needs.

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the IEP. The school will also update parents/carers with relevant information.

Parents will be informed, initially, by the class teacher, of any concern about their child's progress. This may be at a Termly Learning Conference (TLC) or at a specially arranged meeting. When concerns are persistent and on-going an IEP will be drawn up to address the needs of the child. This will be shared with parents and their views and wishes will be taken into consideration. The parents will receive a copy of the IEP. Any changes in provision that the school provides for the child will be notified to parents. IEPs will usually be reviewed termly.

We seek to have an effective working relationship with parents through:

- Regular consultation and review procedures for the sharing of information
- Sharing of assessment and planning information through IEPs
- Open school access for parents/carers
- Discussion with parents/carers about options when pupils transfer to other schools
- The use of translators and translations if English is not the first language

Our Designated Safeguarding leads are: Suki Edwards, Sam Warrington, Mel Haynes and Grace Pendergast. The SENCO is also our Designated member of staff in charge of Pupil Premium and Looked After Pupils.

Storing and Managing Information

At Eastlands Primary School, we store and manage information in line with Data Protection legislation and our Confidentiality Policy. All records are stored in a lockable cabinet in the meeting room and are only accessed by relevant members of staff.

Reviewing the Policy

The SENCO is responsible for reviewing the SEND policy annually with all stakeholders being involved in the consultation.

Accessibility

Teachers differentiate their lessons to match the needs of the children in their class. As a school, we make reasonable adjustments to the learning environment including the use of ICT and provide a multi-sensory curriculum to cater for a range of learning styles, including visual, auditory and kinaesthetic learners. We have level 2 and 3 Teaching Assistants to support SEND pupil's learning. Teachers carefully consider their seating plans in the classroom and use a wide range of technology to support the learning, from laptops, I-pads and Talking tins to online learning websites. There are areas of school, which can serve as extra space for intervention groups and low arousal workstations have been set up.

At Eastlands Primary School, we have an open door policy and we are happy to discuss provision provided. You can contact your child's teacher to arrange an appointment to see them or the SENCO.

At Eastlands Primary School, we feel it is important for all children to participate in activities outside of the classroom and on school trips. We will follow all guidance in relation to school trips and carry out individual risk assessments when necessary to plan for and support pupils when necessary. These plans may include adult support on a one-to-one or in a small group. We also encourage pupils with SEND to participate in before and after school clubs. Eastlands Primary School's Accessibility Policy on our school website ensures that disabled pupils can fully participate in the school curriculum. We feel that our school makes every child feel welcome; values all pupils equally; has high expectations of all pupils and removes all barriers to learning and participation.

Complaints Procedure

For further information, see the Complaints Procedure on our website, which reflects the LEA guidance.

Bullying

For further information, see the Anti-Bullying Policy.