



Eastcombe Primary School

# SEND Policy

Written - Nov 16

Review Date – Nov 18

This SEN Policy works alongside and in conjunction with The Local Offer offered by Gloucester Local Authority and various other school policies namely The Attendance Policy, The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

## OUR AIM

At Eastcombe Primary School it is our aim to ensure that all children, whatever their learning difficulties, are enabled to fulfil their potential.

Each child will learn by participating in a range of specially planned activities tailored to their own particular need.

By this means, each child is sensitively encouraged to move forward, developing confidence and pride in their own achievements.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENDCo and all other members of staff -both teaching and support staff- have very important day-to-day responsibilities.

*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.*

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school / class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

## **HOW WE INTEND TO ACHIEVE THIS AIM**

We will enhance the opportunities for any child who has learning difficulties by providing the best possible support strategies in a consistent way.

**The SEN Code of Practice (January 2015)** – states that, “All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood.

**In order to achieve this we will:-**

- Ensure that children who encounter difficulties have their needs identified swiftly, then acted upon positively and appropriately.
- Ensure that the progress of such children is closely monitored and regularly reviewed.
- Ensure that there is a good framework for effective liaison in order to support the staff who are dealing with pupils with such difficulties in their class.
- Ensure that there is a programme for providing relevant information to children, parents, carers, staff and where appropriate, outside agencies.
- Ensure that all children have access to a creative and stimulating curriculum which meets their individual needs.
- Ensure that manageable and specific targets are set for pupils to achieve.

The ultimate intention of support would be to return the child to a level of competence where they can make progress independently within the normal classroom learning structure.

## **‘SPECIAL EDUCATIONAL NEEDS’** **WHAT ARE THEY?**

Children who have learning difficulties are normally described as having special educational needs.

(This terminology is usually abbreviated to the initials SEN)

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

**Code of Practice (6.14) January 2015**

“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.”

**Code of Practice (6.21) January 2015**

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.”

**Code of Practice (6.23) January 2015**

“Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.”

**Code of Practice (6.24) June 2014**

# **IDENTIFYING A CHILD WHO HAS SPECIAL EDUCATIONAL NEEDS**

Initial concern is most frequently expressed by a child's teacher, though occasionally it is initiated by a parent or another professional.

All, or some, of the following information will be drawn together to consider whether it is appropriate for the child to receive special support.

## *IN CLASS*

- Class records for core subjects
- National curriculum attainment and progress measures
- Class teacher's report of area of difficulty and actions already taken to support the child.
- Records of achievement
- Observations about the child's behaviour
- Examples of the child's unaided writing and maths

## *PARENTAL VIEWS*

- Child's health and development
- Perceptions of the child's performance
- Factors contributing to any difficulty
- Action that the school may take

## *FROM THE CHILD*

- Personal perception of any difficulty
- How they might be addressed

## *FROM OTHER SOURCES*

- Information already available, e.g. health services, previous schools, social services etc.

The information gathered will be collated by the SENDCo.

## AREAS of NEED and PROVISION

The SEN Code of Practice (January 2015) identifies 4 main areas of need as an overview of the range of needs that should be planned for within schools.

Communication and Interaction	Cognition and Learning
Social, Emotional and mental Health difficulties	Sensory and/or physical needs.

### Eastcombe's SCHOOL OFFER

Area of need	Quality 1 <sup>st</sup> teaching	My Plan	My Plan +
<b>Cognition and learning</b>	Differentiated curriculum planning for all. In class TA support In class targeted teacher support Visual Timetables Communication in Print resources Use of writing frames and planners Access to IT Peer support Regularly reviewed interventions.	Basic Skills catch up programmes Increased in class TA support Reduced/ increased individualised timetables	Small group and 1:1 interventions Exam concessions Dual Placement Advice from Educational Psychologists Advice from Advisory teaching Services. Individualised curriculums.
<b>Communication and Interaction</b>	Differentiated curriculum planning for all. Increased use of visual support resources Use of communication in Print Visual timetables Use of Makaton Signing	In class support from TAs to utilise quality 1 <sup>st</sup> resources Use of IT for vocabulary support	Speech and language therapist support Social Skills groups Advice from Educational Psychologists Advice from Advisory teaching services Use of Makaton Signing
<b>Emotional, Social and mental Health</b>	Whole school behaviour policy. ABC sessions Buddy systems Learning Support Mentors General advice from Community Family Worker	In class support to support behaviour targets Access to Community Family worker Withdrawn support for focused work on areas of need.	Small group or 1:1 support for social skills Anger management courses Individual Counselling Advice from EP Advice from CYPS Pastoral Support Plan Targeted family support from Community family worker. Off-site alternative provision Dual Placement

<b>Sensory and Physical</b>	Writing slopes Seating pads Coloured overlays for reading Flexible teaching arrangements	Fizzy programme Additional fine motor group support	Individual support within lessons and PE / break times. Occupational Health involvement Advice from EP Advice from Advisory teaching service
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**TRANSITION:**

Home visits prior to starting school by reception staff. SENDCo meets with parents, nurseries and secondary schools to share information and strategies on individual pupils. In year transition support – planned collaboratively with SENDCo and Advisory Teaching Agencies. Transition meets with all secondary schools to discuss transfer children in Year 6.

# THE STAGED SUPPORT PROGRAMME

## STEP 1:

### Quality first teaching, with differentiated provision/ Cause for Concern

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked regularly by the schools Tracking Systems alongside and parents kept fully informed.

School Rewards Systems will be paramount at this stage to encourage self-esteem. At this stage a "My Profile" will be created.

A pupil will be placed on the SEN register at the school support/ cause for concern stage, to be monitored, if there are ongoing concerns about their progress despite quality differentiated teaching.

## PUPIL PREMIUM

Pupils in receipt of Pupil Premium money at Eastcombe Primary School, who are identified as having a delay, will have specific interventions in the following areas:

- ✓ **Communication and Interaction** -Speech and Language
- ✓ **Cognition and Learning** - English and Maths
- ✓ **Social Mental and Emotional Health**
- ✓ **Sensory and Physical**

These interventions will be co-ordinated by the Head Teacher

It is to be hoped that there will be considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities.

Each and every Pupil Premium intervention should be benchmarked, undertaken and evaluated by the Head Teacher.

## **STEP 2: SEN SUPPORT – MY PLAN**

The Class Teacher, in consultation with the SENDCo and other relevant members of the school staff, considers the child's needs and how to provide relevant support. The child will be assessed against SEN criteria. A plan will be drawn up to record and monitor the child's progress. A 'My Plan' will be prepared collaboratively by the classroom teachers, teaching assistants and the child, and shared with parents. They are also reviewed by the SENDCo. The child's involvement within this process is considered essential. The plan will be implemented by the class teacher and teaching assistants on a daily basis and the class teacher is responsible for assessing the impact of the plan.

Each plan will be reviewed for its overall impact, alongside the views of the parent and child. If the child has shown progress and no longer requires SEN support, they will return to high quality 1<sup>st</sup> class provision.

If insufficient progress has been made then the targets will be reviewed and interventions adjusted as appropriate.

## **STEP 3: SEN SUPPORT - MY PLAN +**

Classroom teachers have **evidence** that certain children are still not making good progress and refer children to the SENDCo, who will arrange intensive **ADDITIONAL SEN SUPPORT** in any or all of the four areas.

- I. **Communication and Interaction**
- II. **Cognition and Learning**
- III. **Social, mental and emotional health**
- IV. **Sensory and /or physical.**

**Specialist Services** and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving Additional SEN Support, schools should meet parents termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Individual pupil progress at this level will be intensively monitored by the school tracking system and personally by the Head-teacher/SENDCo. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with the SENDCo/ Head-teacher.

## **STEP 4: EDUCATION, HEALTH AND CARE PLAN**

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an **Education, Health and Care Plan** may be started. Parents have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child. Following a request for an EHCP needs assessment, the local authority must make a decision and communicate the decision to the child's parents within 6 weeks of receiving the request.

## **ANNUAL REVIEWS**

These will take place annually. It is an opportunity for the Class Teacher, Parents and SENCO to discuss the pupil's EHC plan, and make alterations in light of progress made.

**At every stage there are parent consultations and on-going reviews of the progress made by the child**

## **SHARING INFORMATION** **IF A CHILD CHANGES OR JOINS SCHOOL**

When a pupil who has been receiving SEN support leaves Eastcombe Primary School all SEN records will be passed on to the next school in an SEN file.

When a child moves to secondary school it is desirable that a meeting between the primary and secondary school (if possible SENDCo) is arranged to discuss the needs of the child. A child with an EHCP will have an annual review prior to leaving the school. The SENDCo of the new Secondary School will also be invited along to familiarise themselves with the requirements of the document and to meet all persons/agencies associated with the pupil. All documentation will be transferred to the Secondary School in the final half of the Summer Term.

When a pupil joins Eastcombe Primary School with recognised special needs and we are given a current SEN support plan, we will continue to give the same level of support pending our own reviews and assessments.

If the needs of the child have not been identified by the previous school or the parents of the pupil, the class teacher will monitor the child for half a term allowing them to settle in before expressing concern.

Our aim is always to do our best to ensure  
continuity of support for pupils with special  
educational needs.

## **SUPPORT SERVICES**

The school calls upon external specialist support to help the pupil make progress.

Some examples of external specialist services that we may call upon are:-

SPECIALIST	SERVICES OFFERED
Advisory Teaching Service	A teacher who is employed by Learning support services to give appropriate specialist advice and support to the child and school. The ATS are divided into Communication and Interaction, Cognition and Learning and Physical. ATS support for cognition and learning is currently only available for Statemented children.
Educational Psychology Service	A key role in helping the school assess information collected and action taken to date. Educational Psychologists are able to offer a range of provision and intervention programmes.
School Nurse	Medical advice on general development, hearing and sight screening. Specific areas of concern that may affect the child's progress.
Social Services	An integrated approach to the educational, health and welfare needs of children with special educational needs who are 'in need'.
Educational Welfare Officer	Help parents and LEA's meet their statutory obligations in respect of school attendance.
Occupational Therapist	Advice on physical needs, specialist equipment, special exercises and physiotherapy.
Speech and Language Therapist	Work to develop expressive and receptive language.
Pupil Referral Service	Team based at Raikes Centre to support PSPs and behaviour issues.

## **THE EDUCATIONAL PSYCHOLOGY SERVICE**

Educational Psychologists are teachers who have a degree in psychology and are also trained in educational psychology. This puts them in a position to offer advice on child development where the application of psychological knowledge and techniques may be useful as well as offering support to staff and parents working in difficult situations.

Any educational psychologist who visits our school is employed by the Local Education Authority. Each psychologist has responsibility for a number of schools, which they visit on a regular basis and work with staff and parents in a variety of ways.

Sometimes teachers will want to discuss individual children and the management of their learning or behaviour. We may ask for more detailed guidance which may make it necessary for an assessment and observation of the child to be carried out. Parental permission is always sought before a child is interviewed and parents can refer their child directly to the psychology service. The psychologist is happy to talk to parents as part of the process of gathering information and getting a rounded picture of the child.

The psychologist will write a report that gives an account of the findings of the assessment and observation and will usually contain recommendations to the school. Parents are welcome to have a copy and if there is anything in the report that they would like to discuss, they can contact the psychologist involved.

Some children are identified as having special educational need that can not be met by the school. A Statutory Assessment of their needs will be carried out by the Education Authority. The educational psychologist will be involved in this process and in the subsequent monitoring of such pupils.

## **RECORD KEEPING**

Eastcombe Primary School uses the following record keeping system.

A register of all the children identified as having special educational needs stating the stage the pupil is at.

A record of all the support programmes used within each year group in the form of a provision map, updated each term. In addition to this an on-going record of attainment and progress is maintained using the school online tracking system.

All special needs pupils have a file, kept by the SENDCo, which contains the information needed to support the child efficiently. This file is available to parents of individual pupils. The information it contains is discussed at review meetings and copies of the information held are available on request. Teachers are aware of the contents relevant to their children's progress.

Class teachers keep a working file that identifies individual programmes being followed by children in their care, who have special needs. They refer to individual files, when necessary.

## **THE ROLE OF PARENTS**

The relationship between parents and the school has a crucial bearing on the child's progress.

Children's progress will be diminished if their parents are not seen as partners in the educational process.

As a whole school homework policy we ask the parents to share the tasks the children bring home.

We invite parents to attend review meetings each time SEN plans are sent home, and would like them to take an active role in deciding on the provision of support for their child.

Parents of children whom have support from external agencies, also receive reports regularly after each external visit to update on advice given.

Parent evenings are held twice within each year and parents are welcome to make additional appointments whenever they wish with relevant members of staff.

It is particularly important for class teachers to keep in regular communication with parents where there may be anxiety about a child's progress. They are the most crucial constant factor in the information sharing process.

# **THE STRUCTURE OF MANAGEMENT** **RESPONSIBILITY FOR SEN WITHIN OUR SCHOOL**

The Governing Body

SEN Governor – Mrs Juliet  
Edmonds

Head Teacher – Mrs Jones

Special Educational Needs  
Co-ordinator - Mrs Jones

Class Teachers  
Teaching Assistants  
Specialist and Advisory  
Teachers  
Medical Professionals

These people are all dedicated to enhancing the opportunities for success made available to each child with special educational needs.

## **THE ROLE OF THE GOVERNING BODY**

Governing bodies of maintained schools have legal duties in relation to pupils with SEN. It should decide, with the Head Teacher, the school's general policy and approach to meeting children's SEN. The governing body must set up appropriate staffing and funding arrangements and oversee the school's work. The general duties of governing bodies and the 'responsible person' are set out in full in paragraphs 1:16 to 1:22 of the 'SEN Code of Practice'.

In summary, governing bodies of mainstream schools have the following legal duties under the Education Act 1996.

They must:

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;
- ensure that parents are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEN;
- make sure that the responsible person makes all staff that are likely to teach the pupil aware of the pupil's SEN;
- designate a member of staff at the school (to be known as the 'special educational needs co-ordinator')
- make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching;
- consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- publish information on the school's SEN policy on its website, and reflect any changes to the policy as soon as is practical and complete an annual update;
- take account of the 'SEN Code of Practice' when carrying out their duties towards all pupils with SEN; and
- where an LA or the First-tier Tribunal (SEND) names a maintained school as the school the child will attend on an SEN statement the governing body must admit the child to the school. Before naming a maintained school on a statement, the LA must consult the governing body of the school (see below).

The responsible person is generally the Head Teacher, but may be the chair of the Governing body or a governor appointed by the governing body to take that responsibility. If the responsible person is the Head Teacher, it is advisable to have one other governor with an interest in SEN.

Governing bodies and academy trusts are also under a duty to make reasonable adjustments to avoid substantial disadvantages experienced by disabled pupils. Governing bodies and academy trusts are required, where reasonable, to provide auxiliary aids and services as part of the 'reasonable adjustments' duty. Technical guidance on schools' reasonable adjustments duty is available from the Equality and Human Rights Commission.