



Special Educational Needs and Disabilities Policy

DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 2014*) A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Rationale

At Escomb we believe that each child is unique and that during their time with us they may be in need of special consideration or support, either in the long or short term. We are an inclusive school in which children of all abilities and from all cultures and backgrounds are welcomed and valued equally. Including those with

- ***Communication and interaction needs***
- ***Cognition and learning needs***
- ***Social, emotional and mental health difficulties***
- ***Sensory or physical needs***

We have high expectations of all our children and strive to ensure that every child has access to a broad and balanced curriculum which meets their needs, builds on their strengths and enables them to progress appropriately.

Aims

Article 23 - You have a right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.

The aims and objectives of this policy are to ensure that here at Escomb Primary we:

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.
- Ensure parents are kept fully informed and are engaged in effective communication about their child's SEND

Implementation of Policy at *Escomb Primary School*

Roles and Responsibilities

At *Escomb Primary School* we will:

- Secure provision for any pupil identified as having SEND
- Ensure that the pupils' SEND are known to all those likely to teach and support them
- Ensure that teachers in school are aware of the importance of identifying and providing for SEND pupils
- Ensure that the pupils with SEND are given the opportunity to engage in activities in the school alongside their peers.
- Inform parents/carers of decisions made by the school that their child has SEND
- Plan, over time, to increase access to the curriculum, to premises and to written information
- Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided

At *Escomb Primary School* the governing body will:

- appoint a governor with specific responsibility for SEN:
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- ensure that there is a qualified teacher designated as Inclusion leader/SENCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

At **Escomb Primary School** the **Head Teacher** has the following responsibility. They will:

- oversee the day-to day aspects of the school's work, including provision for children with SEND
- keep the governing body fully informed
- work closely with the school's Inclusion Leader and SLT.
- take overall responsibility for implementing the code of practice.
- ensure that the Inclusion leader has adequate time to carry out duties and is able to influence strategic decisions about SEND.
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.
- report to the governing body how resources are deployed to meet provision.

At **Escomb Primary School** the Inclusion Leader works alongside senior management team and fellow teachers, and has key responsibilities, which include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs and disabilities
- Liaising with and advising fellow teachers and teaching assistants
- Overseeing the support provided by learning support assistants
- Overseeing the records of all children with special educational needs and disabilities
- Liaising with parents of children with special educational needs and disabilities
- Sourcing effective CPD and training for all staff
- Liaising with external agencies including the LA's support services, health and social services, private and voluntary bodies.
- Liaise with all relevant Designated Teachers where a looked after pupil has SEN
- Advise teachers on using a graduated approach to providing SEN support
- Liaise with the HT on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
- Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements by phoning the school on 01388 603273 or sending an email to: escomb@durhamlearning.net

At **Escomb Primary School** class teachers will:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.

- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support. and incorporate these within a *support plans/EHC plans for pupils with guidance as required from the Inclusion Leader*
- be responsible for meeting special educational needs: Use the Inclusion Leader strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.
- Identify the Special Educational Needs of individual children in their class and include pupils with SEND in the classroom and provide an appropriately differentiated curriculum.

At **Escomb Primary School** Teaching Assistants will:

Class teachers work with support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the Inclusion Leader to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.
- Carry out activities and learning programmes planned by the class teacher and guided by the Inclusion Leaders.
- Keep records of this work as requested
- Be fully aware of the school's SEND policy

Identification and Assessment Arrangements

At **Escomb Primary School** a number of methods are employed to provide a rounded picture of a child's progress through discussion and observation as well as:

- Records of pupils' performance as revealed by the Early years Foundation Stage Profile (EYFSP) and end of key stage SATs
- Evidence of performance as assessed against National Curriculum criteria (QCA tests and teacher assessment)
- Tracking pupil progress and analysis of data
- Marking and feedback of children's work and discussion between pupil and teacher
- Set tests
- Collections of 'anecdotal evidence'
- standardised tests

- Diagnostic screening-standardised tests used to identify learning or developmental difficulties
- Information passed on from other school, preschools or outside agencies
- Information passed on by parents
- External assessments and advice.

A register of children with additional needs is regularly updated. The children's records will be regularly reviewed and updated. Reviews will normally take place termly. Parents will be informed of such meetings and will be invited to attend.

Procedures

At **Escomb Primary School** the Inclusion Leader and SLT team are consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEND is maintained and updated termly by the Inclusion Leader. Parents are informed of any action, which the school proposes to take. The class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the Inclusion Leader in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

- If the Class Teacher has a concern this will be discussed with the Inclusion Coordinator. The nature of difficulties will be determined and suggestions for support can be given and then progress is monitored and reviewed on a regular basis. The child is not necessarily added to the SEND register at this point.
- The child's parents will also be informed of any action being taken by the Class Teacher. Parents may be advised about various outside agencies whom they may consult, depending on the child's needs.
- The child will receive targeted support which will be given over a short time frame. The entry and exit data from this support programme can then be analysed to see if improvements have been made and to identify the child's 'next steps' in learning.

- The Class Teacher is responsible for monitoring and for planning work and activities to suit the child. Classroom support assistants will be used in the classroom to give individual assistance. Parents may be asked to help the child at home. The Inclusion Leader will give advice and support if needed. Cause for Concern is a stage for gathering further information or maintaining a watching brief.
- The child's progress will be monitored termly, or at the end of the programme of support, using entry and exit data. If a child does not progress at this stage the Inclusion Leader will seek help and advice from outside specialists and agencies
- Children access quality first teaching in the classroom, sometimes in a group. The quality first teaching of all classes is monitored by the head teacher and the senior leadership teams. The work will be tailored to the child's individual difficulties and extra supervision may be given by the class teacher, teaching assistant or parent helper.
- A very close check will be kept on the child's progress. The child will be placed onto the school provision mapping and targeted support will be allocated in addition to quality first teaching. The programmes of support will often be set in conjunction with outside specialists working alongside the school to support the child. Termly reviews of the child's progress are undertaken. New targets are set where necessary and achieved targets removed. The parents or carers of the child are involved in the review process.

Education and Healthcare Plans

- At **Escomb Primary School** In rare cases the conclusion may be reached that, having taken action to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. Children and young people who have significant special educational needs will undergo an **Education Health and Care (EHC) Assessment**, unless parents, carers or the young person opt out. This will lead to an EHC Plan instead of the old system of a Statement of SEN.
- The school may therefore draw the pupil to the attention of the Local Authority with a view to a formal assessment to ascertain whether the child requires an **Education and Healthcare Plan (EHC)**.
- EHC assessment looks at the child or young person's needs in education, health and care. Parents/carers have a key worker to help them, if they wish. Parents/Carers are involved in

writing the EHC Plan with the education, health and care staff who have observed/assessed the child or young person.

- EHC Plans will be personalised which means that all the child's or young person's individual needs in education, health and care will be considered and the provision required identified. The resources that are available will be used flexibly to allow families to make some choices about the provision their child/young person receives.
- A Personal Budget may be available to families to choose how to support the child or young person
- The time taken to produce an EHC Plan will be a maximum of 20 weeks.

EHC Plans will include:

- The views, interests and aspirations of the child and his/her parents or the young person
- The child's or young person's SEN
- The child or young person's health needs which relate to his/her SEN
- The child or young person's social care needs which relate to his/her SEN
- The outcomes sought for the child or young person, including outcomes for adult life. It should also identify the arrangements for the setting of shorter-term targets by the early years provider, school, college or other education or training provider
- The special educational provision required by the child or young person
- Any health provision reasonably required by the learning difficulties or disabilities which result in a child or young person having SEN. Where an individual health care plan is made for a child, this should be included in the EHC
- Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014
- The name and type of the school, maintained nursery school, post-16 institution or other institution,
- Where there is a personal budget, the details of this and the outcomes to which it is intended to contribute

ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Escomb School we hold annual reviews for children with an EHCP and termly reviews for those on SEN support. Parents/carers and other agencies are invited to these. Target reviews may be part of the Parent/Teacher evenings in the Autumn, Spring and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

Supporting Pupils with Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions.

- Children with medical conditions will have an individual healthcare plans will specify the type and level of support required to meet the medical needs of the child. If a child has SEND and a medical condition their provision should be planned and delivered in a co-ordinated way with the healthcare plan.
- A copy of the Medical Register is maintained and kept in the office. It is easily accessed by first aiders. The medical register may be amended at any time with consultation with appropriate staff.

The Inclusion leader will become involved should a child's medical attention present a barrier to their learning.

Success Criteria of SEND Policy at *Escomb Primary School*

This policy will be deemed successful if it:

- Ensures the inclusion of all children with Special Educational Needs and their progress,
- Supports all staff in ensuring relevant and successful provision to staff and children.

This SEND policy will be judged by the progress of the SEND pupils; the motivation children show towards helping to solve their own difficulties and by the flexibility of a system, which allows for children to be taken off the Register.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school’s Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the Head Teacher and the Chair of Governors.

Policy to be reviewed annually

Signed: _____ (CHAIR OF GOVERNORS)

Signed: _____ (HEAD TEACHER)