



Edwards Hall Primary School

Special Educational Needs Policy

Adopted: November 2016

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Definitions of special educational needs (SEN) taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions.

For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The way in which provision and support is made for children and young people with special educational needs and/or disabilities in England was recently reformed. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Being the best we can be together!

At Edwards Hall Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education and to secure special educational provision for pupils for whom this is required, that is **'additional to and different from'** that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEN Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Objectives

- **To identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **To monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Inclusion Manager and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **To work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **To work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Emotional Wellbeing and Mental Health Services (EWMHS) etc.
- **To create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout the school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr Jim Johnson, Headteacher.
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Mrs Stephanie Smith, Inclusion Manager.

3. Arrangements for co-ordinating SEN provision

The Inclusion Manager will hold details of all SEN records for individual pupils. All staff can access:

- The SEN policy
- The SEN Register
- Guidance on the identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set, information about intervention programmes and copies of their Individual Support Plans (ISPs), EHC plans etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Southend's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the schools' SEN provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We seek specialist SEN provision and training from SEN services where necessary.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. For those with the most complex needs, additional funding (High Level Needs HLN) is retained by the Local Authority. The Inclusion Manager will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the Inclusion Manager, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

i) Parents' evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher and/or Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer and/or by contacting Parent Partnership Service.

Education, Health and Care Plans (EHC Plan)

a. Following Statutory Assessment, an EHC Plan will be provided by Southend Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school, as far as possible taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Headteacher and Inclusion Manager oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of pupil progress meetings with teachers and through review meetings with pupils and parents. Pupil progress will be monitored on a half-termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual support plan (ISP) or an intervention record, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the Inclusion Manager. These reflect information passed on by the Inclusion Manager at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated half-termly by the Inclusion Manager and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or Inclusion Manager, who will be able to advise on formal procedures for complaint.

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The Inclusion Manager attends relevant SEN courses, SEN Cluster Group meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues. The Inclusion Manager, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise

concerns about a pupil. This will then be brought to the attention of the Inclusion Manager who will then inform the child's parents.

15. Working in partnerships with parents

Edwards Hall Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate;
- b) intervention and provision;
- c) continuing social and academic progress of children with SEN;
- d) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Where specific advice, guidance and support may be required, the Inclusion Manager may also signpost parents of pupils with SEN to Southend's Information, Advice and Support Service (formerly Parent Partnership Service).

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governors may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school works in partnership with the other schools in the local area. This enables the schools to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Edwards Hall Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The Inclusion Manager is the designated person responsible for liaising with the following:

- Education Psychology Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Health Care Professionals, such as the Occupational Therapist

Signed _____ [Mr Jim Johnson]

(Headteacher)

Date _____

Signed _____ [Mrs Stephanie Smith]

(Inclusion Manager)

Date _____

Signed _____ [Name]

(SEN Governor)

Date _____

This policy will be reviewed in November 2019.