

## Ellenbrook Primary School

### SPECIAL EDUCATIONAL NEEDS POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014).

#### **Mission Statement for Special Educational Needs.**

We at Ellenbrook believe that every child should be given the opportunity to achieve his/her full potential, regardless of any SEND.

Resources will be provided to meet SEND through the school budget and from appropriate support agencies. They will be effectively managed to provide full entitlement to a broad curriculum, including the National Curriculum, taking due regard of the school's Equal Opportunities Policy. It will reflect that 'every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning'. Every child matters at Ellenbrook.

#### **Definition of Special Educational Needs**

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:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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 schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

**See Section 312, Education Act 1996**

### **At Ellenbrook we believe**

We believe we have a responsibility to meet the needs of those children with SEND within an inclusive environment. The school must ensure that any SEND is:

- identified and assessed
- responded to and dealt with appropriately and effectively
- monitored and evaluated

### **Local Offer**

- Our local offer document outlines about how our school supports children (3 – 11 yrs) with SEND.
- The Local Offer is a statutory document for parents in understanding the range of services and provision available at our school. **(Children and Families Bill 2014)**
- Our Local Offer will be reviewed annually, to ensure that it is as fully up to date as possible.

### **Policy**

We ensure a consistent approach to all aspects of SEND with policy evaluation to ensure its effectiveness. The school has a working policy document which includes:

- provision and progress will be monitored and reviewed regularly
- allocation of resources that match defined needs
- all those responsible for/or involved in SEND provision take into account the views of the child
- the school and the parents will work in partnership in identifying and meeting individual needs
- involving the appropriate professionals for all pupils with SEND and implementing effective support
- EHC plans will be reviewed annually in line with regulations
- ensuring access to a broad and balanced curriculum
- appropriate training will be provided for those in the implementation of the policy

The success of the policy will be judged by the extent to which it enables pupils with SEND to make the greatest possible progress in the context of national aims for education. This progress will be measured in English, Mathematics, Communication and Behaviour through:

- their performance monitored by the teacher/head teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the English and Mathematics objectives
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools
- external agency specialists

### **Categories of SEN**

Special Educational Needs are generally thought of in the following four broad areas of need and support:

- Communication and Interaction

- Cognition and Learning
  - Social, Emotional and Mental Health
  - Sensory and/or Physical needs
- (SEN Code of Practice 2014)**

### **Roles and Responsibilities**

The Governing body must ensure that:

- any child registered as having SEN/D has the provision entitled to him/her
- all necessary people are informed of the child's needs
- they report annually to parents on the school's policy for children with SEN/D

The SEND Governor is Dawn Hardie.

The Head teacher has responsibility for the day to day management of all aspects of schoolwork including provision for SEND. The Head teacher will keep the governing body fully informed and will work closely with the SENCO.

The SENCO is Mrs Sarajayne Baird.

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy and other responsibilities include:

- overseeing the day-to-day operation of the policy/provision
- co-ordinating the provision for pupils with SEND
- liaising and professional guidance to fellow teachers
- collaborate with curriculum coordinators
- managing Learning Support Assistants
- overseeing pupil's assessments and records
- liaising with parents
- making a contribution to CPD
- liaising with external agencies, L.A. support services, Health and Social services and voluntary bodies.

### **Co-ordination provision for SEN**

- In-school provision is organised between teachers and learning support assistants.
- Support from external agencies is discussed regularly between the teachers and learning support staff.
- The SENCO oversees all of the arrangements and keeps all relevant professionals, parents and pupils informed of all developments

### **SEN Register**

A register of all SEN children is kept in school to show their age, type of difficulty, agencies involved and Intervention Support Band. It must be noted that children may move up or down the register, as appropriate.

## **SEND Budget**

SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to the needs, priorities and availability of resources. Additional funding is provided annually by the LA on the basis of data submitted to them for their audit of SEND arrangements (PLASC).

## **Temporary Additional Funding**

School can apply for Temporary Additional Funding (TAF) to support children with SEND for up to two term in exceptional and emergency situations, in order to allow the school time to gather together evidence to support a submission to request statutory assessment. School must have parental consent to the application being made. TAF is managed by the SEN Caseworker Team and issued at the discretion of the SEN Part 3 Panel.

## **A Graduated Approach to SEN Support - The range of actions/provision.**

Appropriate arrangements will be determined for each individual pupil but may include one or more of:

- assessment and planning
- grouping for teaching purposes
- human resources
- curriculum and other teaching methods

In line with the 2014 Code of Practice the following graduated response will be made to pupils who have SEND. Children will be **monitored** at the first sign of concern.

Once the class teacher has identified a child as not making adequate progress and as having difficulties, this is discussed with the SENCO. The previous class teacher will be an informed source in discussions regarding the child's capabilities and to see if there is any additional information. If the difficulty is in a particular curriculum area, the teacher should speak to the teacher with responsibility for that area and discuss planning/resources for this particular difficulty and give guidance. Parents must be informed about the school's concern and a way forward will be discussed. This is the first stage of the SEN procedure and is referred to as '**monitoring**'.

The class teacher will then:

- use existing information as a starting point
- highlight areas of skills to support in class
- use baseline assessment to identify what the child knows, understands and can do
- ensure ongoing observation/assessment provides feedback so assessment forms the basis of the next steps
- involve the child

Arrangements will be monitored. The SENCO and class teacher will regularly discuss the child's progress to determine whether the strategies in place are sufficient. This is the first

stage of the SEN procedure. If there is still cause for concern then the child's parents will be invited into school again to discuss the situation. The child's progress will be discussed, and if the parents are in agreement, then an agreement form will be completed and signed by all parties. This action will then take the child on to the next stage – **Support Intervention Band A**.

### **Support Intervention Band A**

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, the child makes little progress due to underachievement, sensory/physical or communication/interaction difficulties
- class teacher/SENCO discuss, look at existing and collect additional information,
- SENCO takes lead in further assessment and planning future support
- Interventions are put in place which include different materials or groupings,
- Child Plans/Play Plans have up to 4 targets, discussed with pupils and parents,
- record targets, teaching strategies, provision, review date, outcome
- Child Plans/Play Plans record what is additional and will be reviewed termly. Monitoring will be undertaken continuously.

### **Support Intervention Band B**

Band B will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by school.
- Expert advice is required from **one** external agency (e.g. SALT)
- Child Plan or Play Plan reviewed and new targets created in collaboration with class teacher, SENCo and **one** external agency.

### **Support Intervention Band C**

Band C will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by school
- A range of expert advice and specialist assessments are required from a variety of external agencies (Educational Psychologist, SALT, Physiotherapist etc)
- Child Plan or Play Plan reviewed and new targets created in collaboration with class teacher, SENCo and a variety of external agencies. (Educational Psychologist, SALT, Physiotherapist etc)

Children at Band C might require an application for statutory assessment if school/external agencies/parents feel this is necessary.

## **Statutory Assessment**

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 9 of the Code of Practice 2014.

## **EHC Plans**

Following statutory assessment, a child can be issued with an Education, Health, Care Plan. EHCPs are based on coordinated assessments from all of the services involved with the child or young person. The plans focus on outcomes and say how services will work together to meet the needs of the child or young person.

## **Personal Budget**

Children with an EHC Plan have an entitlement to a personal budget. This is a sum of money that is allocated to an individual or family to meet their eligible needs and outcomes. It can come from Education, Health Children's Social Care or Adult Social Care. A Personal Budget will only be allowed when a clear and sensible set of outcomes is agreed by the Local Authority.

## **Individual Provision Maps (IPM's) and Play Plan's (See appendix )**

As indicated above arrangements which are additional to or different from that which is normally available will be recorded in Child Plans (KS1/2) or Play Plan's (EYFS). Through the use of Child Plans and Play Plans we aim to:

- raise achievement of pupils with SEND
- be seen as a working document
- use a child friendly format
- detail provision 'additional to' or 'different from' that generally available for all pupils
- detail targets which are 'extra' or 'different' from those for most pupils
- be comprehensible to all staff and parents
- be distributed to all staff as necessary
- promote effective planning
- help pupils monitor their own progress
- result in good planning and intervention by staff
- result in the achievement of specified learning goals for pupils with SEND

**They will focus on:**

- up to four key individual, measurable targets set to help meet individual needs and particular priorities
- targets should relate to key areas in communication, English, Mathematics, behaviour and physical skills
- strengths and successes should underpin targets and strategies

**They will consist of:**

- short term targets set for the pupil
- teaching strategies to be used
- provision to be put in place
- staff involved
- when the plan is to be reviewed
- outcomes (recorded when Child Plan or Play Plan is reviewed)

**When reviewed the following will be considered:**

- progress made
- parents' views
- pupil's views
- effectiveness of the plan
- any specific access issues that impact on progress
- any updated information and advice
- future action, including changes to targets and strategies

**As part of the process 'progress' will be defined as:**

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress

- ensures access to the full curriculum
- demonstrates improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Parents/Carers are invited in to school to a termly review meeting with the SENCo/class teacher to share/discuss their child's targets.

### **Assessment**

Assessment for learning takes place within lessons. Teachers and learning support assistants who are carrying out interventions record the child's progress. Formal assessment takes place through the use of teacher assessment, reading ages, spellings, and summative assessments such as SATs. These are analysed as part of our pupil progress meetings and form the basis for further action/intervention strategies. Specific assessments are considered for specific educational needs.

### **Differentiation of the Curriculum**

Teachers are responsible for identifying and responding to the learning needs of all children. The teacher must be aware of any difficulties and the possible solutions to it. The curriculum must be delivered to all children in the best way to suit each child, i.e. differentiation. This must apply equally to both SEND and the gifted child.

#### **Many things need to be considered when planning for differentiation:**

- assessment of need
- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- matching demands to levels of attainment
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- including work recorded in different formats
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- allowing sufficient repetition to consolidate skills
- allow time for reflection
- ensuring the pace of the lesson takes account of the difference between individuals
- support arrangements

### **Differentiation can take many forms:**

- alternative ways of presenting the material
- multi-sensory activities
- reduction in volume of material
- reduction in complexity of material
- altering reading demands
- support from various sources
- pupil grouping
- a variety of options
- clear purpose to everything
- teaching and reviewing

### **Resources**

The professional development of all staff is encouraged. Where appropriate, teachers and learning support assistants are encouraged to attend courses to help understand more about the children with whom they work. The SENCO will attend courses to become more informed about their role, and will in turn inform the teaching staff about any updates and changes.

### **School Provision**

- Head teacher,
- Teachers
- HLTA
- Learning Support Staff
- Parents

### **Local Authority Provision delivered in school**

- Educational Psychology Service
- Learning Support Service
- Sensory Service for children with visual or hearing need
- Parent Partnership Service

### **Health Provision delivered off site or in service via prior agreement**

- School Nurse
- SALT (Speech and Language Therapy)
- Occupational Therapy
- Physiotherapy
- CAMHs

## **Our inclusive practices**

**The school will ensure, in line with the principle of inclusion that:**

- all pupils are achieving to their full potential
- if on occasions individuals are not achieving as much as they can, they find out why
- they are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- the children are withdrawn by learning support assistants for specialised activities
- the aim of the school is to promote inclusion of all children but the SEND children are supported in a variety of ways.

## **Evaluation and success criteria:**

- by looking at evidence and records children will move both up and down the register
- all children are included
- CPD opportunities and training regularly provided for all staff
- by collaboration between SENCO, school staff and support staff
- by fulfilling targets on the IEPs and support programs
- by monitoring the children through gathering a variety of evidence including pupil progress, evaluation of intervention strategies etc.

This data will then be used to evaluate how successful the policy has been by monitoring pupil progress, consultation with parents, staff and pupils.

## **Complaints procedure - (Please see Complaints policy)**

## **Professional Development.**

The professional development of all staff involved in meeting the needs of SEND is ongoing.

Training opportunities include:

- inset days
- skill sharing and the demonstration of teaching techniques and strategies organised within school
- professional development sessions on relevant subjects provided by staff from the inclusive service and Learning Support Service.

- the circulation of all relevant paperwork as published
- teachers give feedback from courses
- use is made of the expertise of the support services
- liaison with the SENCO
- links with special school (when appropriate)
- the staff to extend and develop new skills when appropriate

### **Storage of information**

- all children have a personal school file, where all relevant paperwork and reports are kept
- all SEND children have a separate folder containing all SEND forms e.g. Child plans and support programmes are kept by the individual responsible for delivery. These folders are passed on at the end of the school year to the next class teacher
- the SENCO has a central file containing blank SEND forms

### **School links and transfer**

Transitions can be difficult for a child with SEN, and we take steps to ensure that any transition takes place as smooth as possible.

There are links with the appropriate special schools. When a child is being considered for transfer, visits will be made.

#### **If your child is joining us from another school/pre-school setting:**

- The SENCO/head teacher will meet with the appropriate professionals from the setting to discuss the child's transition/SEN needs and to ensure a hand over the appropriate documents.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

#### **If your child is moving to another school:**

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENCo/class teacher from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance.
- IEPs will be shared with the new teacher.

### **In year 6, moving to high school:**

- The SENCO/class teacher will discuss the specific needs of your child with the SENCO of the child's mainstream or specialist secondary school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in our school.
- When the child transfers to High School the primary SENCO visits to pass on all relevant paperwork e.g. Child plans, assessment details and the child's statement of SEN.

### **Parents**

All parents of children with special educational needs are partners in the SEND process.

#### **They will be supported so as to be able and empowered to:**

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- participate in consultations about their child
- have access to information, advice and support

#### **To make communications effective professionals will:**

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- ensure that parents understand procedures and are able to contribute. Parents are invited to termly Child plan reviews with the SENCO/Class teacher.
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

### **Pupils**

The pupils will be encouraged to express their viewpoints and be involved in their own learning.

### **Review**

This policy will be reviewed annually and when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Body.

**Last Revised and Modified: May 2018** *(to be submitted to FGB July 2018)*

**Review date** – June 2019

**SENCO:** Sarajayne Baird

**Headteacher:** P.Marks