

EARLSMEAD PRIMARY SCHOOL

SEND POLICY



SUCCESS *for* ALL

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MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life-long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

OUR VISION

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

- Securing resilience*
- Understanding values and respecting others*
- Committing to our learning*
- Community involvement*
- Equality for all*
- Striving to do our very best*
- Setting high expectations*

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To identify children with specific learning needs at the earliest point to ensure that they can benefit from early interventions.
- To ensure that the necessary provision is made for any pupil who has special educational needs to enable them to continue to progress from their starting point.
- To narrow the gap between the achievement of SEN pupils and their peers
- To continue to make the necessary adjustments and modifications to teaching practice to ensure that SEN children have equal accessibility to the National Curriculum at a level which meets their individual learning needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Fennell

They will:

- Play a key role in delivering the strategic development of the SEN policy and provision. To oversee the day-to-day operation of the school's SEN policy.
- Monitor the needs of SEN children together with the Head teacher and class teachers. To assist with and advise on, the teaching and assessment of children with SEN.
- Organise annual and termly reviews.
- Ensure SEN Support Plans and EYFS support plans are written and reviewed termly.
- Ensure that individual provision for pupils with an EHCP is mapped.
- Ensure that the impact of SEN interventions is assessed for each pupil through pupil progress meetings with class teachers.
- Meet regularly with the Headteacher to discuss individual children, resources and use of time.
- Give advice to teachers and teaching assistants on the level of support and on appropriate resources and strategies to support learning.
- Ensure that the school's SEN register and school SEN map, is updated regularly.
- Lead the annual review of the Special Educational Needs Policy.
- Make contact with the Educational Psychologist, school SEN advisor, school speech and language therapist and other support services in consultation with the Head teacher, class teachers and parents.
- Meet with parents and pupils to discuss and support needs and progress. To report to governors as requested by the Headteacher. To work in consultation with the class teachers.
- Manage teaching assistants to ensure the.
- Lead INSET on SEN in school as appropriate.
- Keep their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Identifying the Special Educational Needs of individual children in their class.
- Knowing which pupils in their class are on the SEN Register and at what level of support.
- Maintaining an SEN file for their class reflecting this information for each individual child and copies of all relevant Action Plans.
- Writing, updating and reviewing outcomes for pupils with SEN with either a SEN Support Plan (SSP), Early years support plan (EYSP) or Education Health Care Plan (EHCP) with the support of the SENCO.
- Ensuring that the SEN Support Plans (SSP)/Education, Health and Care (EHC) Plans are reviewed with the parents, SENCO and other specialist teachers or care providers (and child if appropriate) at least three times a year.
- Providing a detailed record of the SSP/EHCP outcomes and the strategies adopted and the irrelative success for each child with special needs.
- Ensuring TAs are supporting pupils in their class, as directed.
- Ensuring that the Headteacher and other colleagues are aware of children's needs. To provide learning experiences which are appropriate to the needs of the child which target individual areas of weakness and build on strengths.
- Attending appropriate INSET and courses

4.5 Teaching assistants

Under the guidance of the class teacher

- Carry out activities and learning programs in liaison with the class teacher and the SENCO/Resource Provision Manager.
- To monitor children's progress towards specific outcomes and keep appropriate weekly records.
- To be aware of the attainment levels of the children they are working with and discuss progress made on a timely basis with the class teacher and SENCO.
- To keep records and assessment of interventions as requested.
- To support children in class or by withdrawing individuals and small groups.

- To support the teacher in adapting resources to meet children's needs
- To liaise with the class teacher and parents daily.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism and speech and language difficulties
- Cognition and learning, for example, Dyslexia and Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, Vision impairments, Hearing impairments, processing difficulties and Epilepsy
- Moderate/severe and multiple learning difficulties, for example Downs Syndrome.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/ carers or other agencies are addressed

through Quality First Teaching targeted at the child's areas of need using appropriate differentiation within the classroom, records are kept of strategies used. The class teacher will fill out a 'Cause for concern' and this will be passed to the SENCo. The SENCo will then carry out an observation and follow up with a meeting with the class teacher to discuss ways forward and strategies, alongside resources. Parents/ carers will be informed (see next section) and the child will be placed with parent's/ carers agreement, on the SEN register.

Where needs persist and/or pupils continue to make inadequate progress, the class teacher, working with the SENCO and any outside agencies, should begin to make initial assessments as to whether the child has a specific learning difficulty.

SEN pupils may be identified through the teachers' observations and assessment, standardised assessments (Baseline, SATs, etc.), pupil progress meetings, target setting, parental/ carers concerns or the pupils own views or by external agencies. Areas of need are identified and prioritised and become the basis in the first instance of the Individual Learning Plan.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. Parents will receive copies of their child's Individual Learning Plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.

- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5. Individual learning plans

Individual learning plans identify a profile of need for each child. They should inform the planning for the child which includes desired outcomes related to the area of concern, suggested strategies to be used by teacher, support staff, parents and pupil and the date the provision starts.

The SEN Support Plan should include information about:

Views of the parents/carers.

Views of the child.

Current strengths and interests of the child Quality First Teaching (QFT) strategies used.

Current interventions.

Specific needs and provision.

Medical / Outside Agencies.

Agency / CAF information.

Desirable outcomes for the child.

Recommendations / targets by other professionals.

Details of progress in previous years.

Individual Learning Plans are reviewed at least three times a year in focused meetings, with input from the pupil, parent/carer, teachers, learning support staff and

outside agencies. After the review the SEN Support Plan will be updated and the desirable outcomes and provision will be amended as required. As the result of a review meeting, the decision may be taken by the SEN team, in consultation with the parents/ carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on specialist teaching and support. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases, they will provide support for particular activities.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils who receive SALT provision will be provided with a visual communication passport. The pupils, their parents, class teams will all contribute to the passport and a copy will be sent to the new school.

Pupils with SEND will have extra visits at their new schools as part of their induction process.

Pupils will all receive visual books which show pictures of their new schools.

During Year 6 annual reviews, where possible the SENCo from secondary school will be invited and the pupil will have a chance to ask any questions.

Pupils with EHCP's will have the SENCo from secondary school come to Earlsmead to observe them in class. Work can be shown and they may want a meeting with class teacher and/ or SENCo.

All pupils will have an 'All About Me' profile and those leaving for secondary school or other schools will be updated. All pupils will contribute to these and they will be passed on to relevant professionals.

All pupils leaving for secondary school will either have group or 1-1 sessions with a teaching assistant or member of staff from the pastoral team, to address any concerns, talk about the similarities and differences and have general discussions about how they feel.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Quality first teaching will enable most children on the SEN register to spend the majority of their time being taught by their class teacher. Teachers planning and teaching is differentiated to ensure that the needs of the children are met.

Teaching assistants support the children within the class room and provision is made for small group support throughout the week from the class teacher or a teaching assistant. Where an individual need has been identified as part of an EHCP which requires a specific intervention, provision is made for that to occur during the day at a time which has least impact on their education. In some instances, children (specifically children in the resource provision) may require a personalised maths and literacy planning which includes periods of time where they are working out of their classroom to enable them to access specialist resource provision teaching. Provision is also made for children with special educational needs to develop life skills, social and emotional understanding and social communication in line with the outcomes set on their EHCP in interventions throughout the week.

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and symbols.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and breaking the tasks into smaller steps.
- Giving the children opportunities for movement breaks, 'I need a break' cards. areas to calm down in and outside of the classroom or objects to hold to help sooth and refocus.
- Using school sensory rooms within their daily/ weekly timetable to work on key targeted areas, for example communication, turn taking, language development, sensory and physical development.

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term. We use Edukey to record and review the pupils learning plans. These are reviewed and new ones set termly.
- Reviewing the impact of interventions between 6-8 weeks.
- Using pupil questionnaires
- Communicating with parents and carers
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Twice termly parent/ carer meetings

5.10 Additional resource provision (ARP)

The Additional Resourced Provision for children with Moderate Learning Difficulties was opened at Earlsmead in September 2015. This provision is at the heart of our inclusive ethos here at Earlsmead and offers integrated teaching and support for up to 12 children with moderate learning difficulties. All children accessing the provision will have Education and Health Care Plans (EHCPs).

Children are taught within the resource base (known within the school as Saplings) in the mornings and are integrated with their mainstream class in the afternoons. This enables them to receive highly individualised specialist teaching for literacy, numeracy, speech and language and any other additional needs (such as physiotherapy or occupational therapy) in the mornings, while being able to integrate with mainstream peers whenever possible for other subject areas.

Saplings children are also fully involved in all aspects of school life. For example, they participate in class assemblies, educational trips, workshops, PE lessons, ICT lessons and swimming lessons alongside their mainstream friends.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our educational trips and residential retreats.

All pupils are encouraged to take part in assemblies, event days, theme weeks, school plays and workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Fennell, SENCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy