

# Elloughton Primary School

## Special Educational Needs and Disability Policy

Approved March 2015

Review date: March 2016

### **Special Educational Needs Policy (2014) 2**

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

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

[www.education.gov.uk/schools/pupilsupport/sen](http://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.**

These plans are being supported by an Education, Health and Care Plan Pathway. You can view the East Riding Local Offer describing this new pathway on

<http://www.eastridinglocaloffer.org.uk/>

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 East Yorkshire 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.

You can access and view Elloughton Primary School's Local Offer via our Website

<http://www.elloughtonprimaryschool.co.uk/our-school/sen-local-offer-information-report>

### **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so 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.

### **School Ethos**

Elloughton Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. Elloughton Primary School strives to support all children to enable them to achieve and reach their potential. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected and where all children are inspired to learn. 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.

## **1. Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### **Objectives**

- **Staff members seek to identify the needs of pupils with SEND 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.

- **Monitor the progress of all pupils**

In order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**

This will be co-ordinated by the Inclusion Manager and Head teacher 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.

- **Work with parents**

To help parents 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 SEND procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies**

When the pupils' needs cannot be met by the school alone, outside agencies will be contacted for support. Some of these services include: Educational Psychology Service, Speech and Language Therapy, School Nurse, Hearing Impairment Services, Occupational Health, Physiotherapy, Integrated Sensory Support Service, Dyslexia Consultant, Children and Adult Mental Health Service (CAMHS), South Hunsley Cluster of Inclusion Managers.

- **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. Pupil participation is encouraged through school by wider opportunities such as: the school council, residential visits, school plays and sports' teams.

## **2. Responsibility for the coordination of SEND provision**

· The person responsible for overseeing the provision for children with SEN is  
Mrs C. Fulstow

· The person co-ordinating the day to day provision of education for pupils with SEN is  
Mrs H. Stillings Inclusion Manager  
Governor responsible for SEND is Mrs J. Hutson

### **The Role of the SEND Coordinator**

- Oversee the day to day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Advise on the graduated approach to providing SEND support
- Advise on the school's delegated budget and other resources to meet pupil's needs effectively
- Liaise with parents of pupils with SEND
- Liaise with Early Year's providers, other schools, Educational Psychologists, Health and Social Care Professionals, and independently or voluntary bodies
- Be a key contact point with external agencies, especially the local authority and its support services
- Liaise with potential and next providers of education to ensure a pupil and their parents are informed about options and smooth transition is planned.
- Work with the head teacher and school governors to ensure a pupil and their parents are informed about options and smooth transition is planned.
- Hold details of all SEND records and ensure these records are kept up to date.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

**SEND Staff:**

- Mrs J Relph, HLTA
- Mrs H Cooper, HLTA
- Mrs L. Thompson-Frazier
- Mrs S. Teal
- Mr. L. Jenkinson
- Mrs D. Norman

**Teaching Assistants who support Personalised Learning:**

- Mrs R. Cooper
- Mrs S. Finch
- Mrs F. Kerr

**3. Arrangements for coordinating SEND provision**

The Inclusion Manager will hold details of all SEND records for individual pupils.

**All staff can access:**

- The Elloughton Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including Learning Passports and the targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the East Riding's SEND Local Offer and the school's 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 coordination of the school's SEND 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 SEND; those with Education, Health and Care Plans and those without.

**5. Specialist SEND provision**

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

**6. Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements; please see the Elloughton Primary School Disability Equality Scheme for more details.

## **7. Allocation of resources for pupils with SEND**

Allocation of Resources Funding identified for pupils with S.E.N. High Needs Block Under the new high needs funding arrangements schools are expected to contribute the first £6,000 of educational support for high needs children. This additional support is provision over and above the standard offer of teaching of learning for all pupils. A Notional SEN budget based on the low cost, high incidence SEN factor and a proportion of the Basic Pupil Entitlement has been identified in Appendix C. Above £6000 additional support will be provided in the form of top up funding by the authority which is responsible for the pupil. This funding follows the child.

## **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. (Cause for concern)
- b) Once a pupil has been identified as possibly having SEND 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) 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.
- g) The child is recorded by the school as being a cause for concern due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help 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 the 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, 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 may 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 and 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 progress review. The application for an Education, Health and Care Plans 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 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 found via the SEND Local Offer:

<http://www.eastridinglocaloffer.org.uk/>

### **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by East Riding of Yorkshire 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 SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, 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 SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

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, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEND**

The Head teacher 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**

Pupil progress will be monitored on a half termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded by the Inclusion Manager and are monitored by the class teacher and the Inclusion Manager. These reflect information passed on at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the Inclusion Manager and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Pupil Progress Meetings are held half termly; this is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. Pupil Progress Meetings are also held with the children, wherever possible to ascertain their views and feelings. For children with a Statement of Special Educational Needs or an Educational Health and Care Plans, we will also discuss their progress at their Annual Review meetings.

Currently, three reports a year are provided and autumn and spring Parents' Evenings undertaken to give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. During Parents' Evenings, the Inclusion Manager is available to discuss any concerns parents and carers may have. When appropriate, parents/carers may be contacted at other parts of the term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting. Passports for Learning are developed in consultation with the children and parents' comments are asked for. The passports are reviewed termly.

## **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 Head teacher 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 SEND.

The Inclusion Manager attends relevant SEN courses and provides in-house training for all teaching and support staff and also arranges for staff to undertake more specialist training.



#### **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 SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND 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**

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

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) 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. The Inclusion Manager may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

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 SEND governor (Mrs Janet Hutson) may be contacted in relation to SEND matters.

#### **16. Links with other schools**

The school works in partnership with the other schools in the South Hunsley Cluster and through the East Riding Inclusion Manager Forum meetings. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

#### **17. Links with other agencies and voluntary organisations**

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

- East Riding of Yorkshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Other Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

**Signed** \_\_\_\_\_ [Name]  
**(Head teacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Name]  
**(Inclusion Manager)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Name]  
**(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**