



Essendon C of E (VC) Primary School

Encouraging everyone's light to shine

Matthew 5:16

Special Educational Needs and Disability (SEND) Policy

Date Ratified:

"I have said these things to you, that in me you may have peace. In the world you will have tribulation. But take heart; I have overcome the world"

John 16:33

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015) and has been written with the following guidance documents:

- Equality Act 2010: advice for schools DfE
- SEND Code of Practice 0-25 (2015)
- Essendon SEN information report
- Essendon Anti-Bullying Policy
- Essendon Behaviour and SMSC Policies
- The National Curriculum in England Key Stage 1 and Key Stage 2 (Sept 2014)
- Teachers Standards
- Working Together to Safeguard Children (2018)
- Every Child Matters (Sept 2003)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Help Children Achieve More (previously known as Every Child Matters)
- The Special Educational Needs and Disability Act (SENDA 2001)

Introduction

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’ (SEND CoP Jan 2015)

The Essendon C of E Primary School SEND policy follows the statutory guidance in the SEND Code of Practice, 2015. In particular, we are committed to quality first teaching and the graduated approach to learning, following an assess, plan, do, review structure. The class teacher is responsible for the progress of all pupils in their care, supported by the Inclusion Manager or outside agencies as well as the Headteacher and link Governor.

Essendon C of E Primary School is fully committed to the early identification of pupils with Special Educational Needs, including providing support and training for all staff working with SEND pupils. In keeping with our school vision and values, we believe that everyone, each pupil and member of staff, has an important part to play in ensuring that all members of our school community feel respected and valued. We follow a whole-school values programme which enables pupils and staff to remember that everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and caring community.

Essendon C of E Primary School provides a relevant, broad and balanced curriculum for our children which encourages all to succeed and enjoy. Class teachers are responsible and accountable for the progress and development of the children in their class and they work alongside the INCo, Senior Leadership Team and support staff to implement this policy, to remove barriers to learning by making reasonable adjustments and by striving to ensure all children reach their full potential.

Definition of SEN (Under the SEN Code of Practice 2015)

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have 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.
- A pupil has Special Educational Needs when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Definition of disability

- A pupil has Special Educational Needs if their disability, as defined in Section 2.1 and 2.3, requires special educational provision to be made, over and above either (i) adjustments to the way things are done or the physical features of the learning environment or (ii) auxiliary aids such as the provision of extra equipment or getting someone to do something for them; which special provision is additional to, or different from, that made generally for other pupils of the same age within our school.
- A pupil is disabled if he or she has a physical or mental impairment which has a long-term (defined as a year or more) substantial adverse effect on their ability to carry out normal day – to – day activities.
- This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions asthma, diabetes, epilepsy and cancer.

1. Identification of pupils with SEND

A pupil has Special Educational Needs when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 2015)

The journey towards the identification of a child's special educational needs would include observation and assessment for learning by teachers indicating a cause for concern, observations and assessments carried out by the INCo/Inclusion Manager, open dialogue with parents, pupil voice, advice from outside agencies and sometimes referral on to NHS services.

The Four Broad Areas of Need

Children may have special educational needs in at least one of the four areas and many will have needs in more than one. These areas identified by the SEN Code of Practice 2015 6:3 are:

- Communication and interaction
- Social, Mental and Emotional Health difficulties

- Cognition and learning
- Sensory and/or Physical need

The SEND Code of Practice recognises pupils may have a SEND when:

- Their progress is significantly slower than that of their peers starting from the same baseline
- Their progress fails to match or better the child's previous rate of progress
- Their attainment gap widens.

Slow progress and lower attainment do not necessarily mean that a child has SEND. The Government indicates that specific disadvantaged groups may face extra challenges to reaching their full potential or not perform as well as their peers. For more information relating to this, please refer to our Pupil Premium Statement.

We recognise that cognition and learning is only one aspect of a possible SEND. We also assess pupil's communication, interaction, social, emotional, mental health, sensory and physical needs when identifying whether they may have a SEND.

A variety of strategies are utilised when determining whether a child has a SEND.

These include:

- Analysis of baseline assessments when pupils join us in Nursery and Reception classes
- Termly whole-school progress data
- Day-to-day teacher assessments within the class
- Consideration of pupil's views
- Consideration of parent/carer views
- Meetings between class teachers and members of the SLT to scrutinise the progress and attainment of pupils
- Meetings and consultations between the class teacher, parents/carers and the pupil
- INCo observations
- Information and advice from external agencies
- The use of specific diagnostic aids
- The use and monitoring of a register for pupils with a SEN

The school will always work very closely with the pupil and parent/carer in identifying any potential Special Educational Need a child may have. The assessment of the pupil's strengths and weaknesses will highlight the area of need that requires SEN support.

2. SEND Register

All schools are required to maintain a register of pupils who have a SEND. If we have identified your child has a SEND, we will seek your consent to place them on our SEND register. There are two categories of SEN on the SEN register:

- Special Educational Needs Support (SEN Support) - this is where the school working with the child, parents and staff have identified a pupil has a SEND that requires provision that is different to or additional to that normally available to pupils of the same age. In these instances the INCo gathers information and assessments and works with the parents/carers, pupil and staff to co-

ordinate provisions that are aimed at meeting the child's needs. Where appropriate, the INCo (with parental consent) will seek the advice and support of external agencies such as advisory teachers, speech and language therapists, and educational psychologists. Please note that not all special educational needs may require additional/different provision or be long-term. For example a child may have speech and language needs in their Reception year but through intervention overcome this barrier. In such instances children may be removed from the register.

- Education and Health Care Plan (EHCP) - in some cases, in line with the SEND Code of Practice (2015), some children may require an EHCP assessment in order for the Local Authority to assess whether special educational provision for a special need is necessary. This may result in the Local Authority issuing a formal Education and Health Care Plan (EHCP).

3. The Graduated Approach

When a pupil has been identified as having a special educational need, which requires SEN support, the class teacher, the INCo and parents/carers work together to action the four part cycle known as the Graduated Approach: Assess, Plan, Do, Review.

High quality differentiated teaching is the first step in responding to pupils with SEN. The teacher and the INCo will agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place along with a date for review. This will be recorded as the SEN Support Plan as part of the Class Provision Map. 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. The identified SEN and support required will be recorded as part of the SEN Support Plan and Provision Map.

- **Assess** a child's special educational needs. This would include observations and assessment by teachers and the INCo, it can include observations and assessments carried out by outside agencies and any external assessment or diagnostic reports.
- **Plan** the provision to remove barriers to learning. Intervention is planned by the class teacher with support from the INCo, incorporating external agency advice if this has been accessed. Termly, desired outcomes are recorded on the SEN Support Plan and are discussed with parents/carers. Intervention can mean a range of adaptations to quality first teaching ie an ergonomic pencil or pen, a wobble cushion, the use of a work station, a carpet seating plan, targeted support in a whole class lesson, a small group extra phonics session, 1:1 reading or a small group targeted maths session.
- **Do** put the provision in place to meet the desired outcomes, overseen by the INCo.
- **Review** the support and progress. The SEN Support Plan is reviewed by the INCo and the class teacher regularly as well as at termly Pupil Progress meetings. The SEN Support Plan is reviewed termly with parents. Impact of interventions are assessed and the planning cycle continues with new or altered outcomes to reflect progress. Parents can make an appointment to discuss their child's learning with the class teacher and INCo if there are concerns. The INCo operates an open door policy and welcomes regular dialogue with parents to support progress of the child.

4. Quality First Teaching

We believe that quality first teaching is the primary and most effective means to support pupils with SEND. Class teachers are responsible and accountable for the progress and development of the children in their class (SEND Code of Practice 2015; 6.36). Class teachers will work alongside the INCo, Senior Leadership Team and support staff to ensure teaching is responsive and adaptive and that any support or intervention is targeted and impactful. Teachers at Essendon take account of all pupils' individual learning needs and potential barriers to learning. They make reasonable adaptations to teaching approaches to support individuals or groups of pupils and thus enable them to participate in learning across the curriculum.

Essendon School aims to meet pupils' SEN needs within the classroom. However, it may be appropriate to set up a group or individual out of class programme for a set number of weeks with a teacher, teaching assistant, a specialist support teacher or with a specialist from an external agency. All intervention will be under the direction of the class teacher with support from the INCo.

5. Provision Mapping and SEN Support Plans

At Essendon Primary School our Provision Map and SEN Support Plans are updated termly in line with the Pupil Progress meetings which take place between Head Teacher, Inclusion Manager and Class Teachers. As part of the assess, plan, do review cycle, SEN Support Plans are reviewed every term with impact assessed and new targets and support planned by class teachers with the INCO. SEN Support Plans are shared with parents.

All staff are involved in the creating and implementing of provisions for making reasonable adjustments and providing extra support both in and out of the classroom.

The school, through the Inclusion Manager, accesses and allocates further resources or provision for children with SEN. This may include

- Advice from the Educational Psychology Service
- Advice and support from specialist teachers or advisors e.g from Autism Education Team, Speech and Language Therapists, CAMHS, behaviour support etc
- The advice and involvement of any other agencies dealing with a specific child e.g. Social Care, Health Service etc.

Essendon considers effective liaison with all external agencies to be essential in order to successfully help children with SEN. The school therefore tries to develop and maintain such positive links.

6. One Page Profiles and Pupil Participation

One page profiles will be drawn up for all pupils identified as having SEN with the pupil's input. Profiles will be produced by the pupil, parent, member of the inclusion team and led by the class teacher. The profile will identify ways of learning and support which are important to the pupil, as well as the child's strengths and what others like/admire about them. This supports all staff members understanding the whole child and supports relationship building.

7. Partnership with Parents

Partnership with parents is imperative in promoting a culture of co-operation between parents, school, Local Authority and other agencies. This is important in enabling children and young people with SEND to achieve their potential.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents. We ask parental permission before the involvement of any outside agencies, and we share the process of decision-making by providing information relating to the education of children with special educational needs. Parents will discuss the content of the SEN Support Plan with the class teacher and INCo so that they can support at home.

Any parent wanting to proceed with an EHCP assessment request can contact the INCo to discuss.

More information for people with Special Educational Needs and Disabilities aged 0-25 and their parents, carers and friends can be found at:

Hertfordshire SEND Local Offer <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Delivering Special Provision Locally (DSPL) for Welwyn and Hatfield <https://www.dspl5.co.uk/>

For independent support and advice contact: <https://www.hertssendiass.org.uk/home.aspx>

8. The Role of the Governing Body

Through the Inclusion Manager and in liaison with the Headteacher, the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs.

The Governor with special responsibility for special educational needs regularly visits the school in this role to meet with the Inclusion Manager to receive updates on the progress of children with special educational needs.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The school therefore makes no distinction when considering admitting pupils unless there is evidence of a specific requirement for a pupil, which may prevent or delay admission.

Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

The Governing Body ensure that SEN provision is an integral part of the School Development Plan and that the Graduated Approach to meeting SEN is being followed.

The Governor with special responsibility monitors the impact of provision for SEN pupils.

9. Allocation of Resources

The INCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHC (Educational Health Care) Plan or Local High Needs Funding.

Staff, including class teachers and one to one support teachers will communicate the resources needed for children within their class to aid any provision which may be required. These are ordered in line with the school's procedures and budget allocations.

The INCo will work with staff to identify training needs and source training and CPD.

10. Criteria for Exiting the SEN Register

If it is felt that children are making progress which is sustainable or have overcome a need e.g. through speech and language therapy a child may overcome barriers around communication, then they may be taken off the SEND register. If this is the case then the views of the teacher, INCo, pupil and parents are taken into account as well as that of any other specialists involved with the child. The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

11. Access Arrangements

This policy is read in conjunction with the Accessibility Plan. The Inco will plan statutory testing access arrangements with the class teacher in line with government access arrangement criteria.

12. Complaints Procedures

The school endeavours to maintain a close working relationship with all parents. Parents of children with SEND play an active part in identifying, meeting and monitoring their children's educational needs. However, if parents are unhappy about any aspect of provision they should:

- Contact the class teacher or INCo to discuss their concerns
- Discuss their concerns with the Head teacher
- If not resolved, put their concerns in writing to the Governing Body for discussion and possible further action
- Request an independent disagreement resolution, available on request from Hertfordshire County Council

Contacts

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