



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: Feb 2022

Updated: Annually

Introduction

Essendon C of E Primary School aims to provide all pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals within our inclusive Christian community. We provide 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 all of the children in their class. When planning, they set suitable learning challenges and respond to children's diverse needs. Alongside the INCo, Senior Leadership Team and support staff they work to remove barriers to learning by making reasonable adjustments and by striving to ensure all children reach their full potential.

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. The Essendon Way reminds pupils and staff 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.

This policy follows the statutory guidance in the SEND Code of Practice, 2015 and ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. We are committed to delivering quality first teaching and follow an Assess, Plan, Do, Review structure.

Aims

Our SEN policy 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
- Ensure that all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates progression in learning.
- Enable each pupil to experience success and fulfil their potential.
- Ensure that pupils with special educational needs and disabilities have equal opportunities to take part, as far as is appropriate, in all aspects of the school's provision.
- Identify, assess, record and regularly review pupil's progress and needs.

- Involve parents/carers in planning and supporting all stages of their child's development.
- Provide all pupils with strategies for dealing with their needs in a supportive environment and give them meaningful access to the National Curriculum.

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

Definitions

A pupil has a Special Educational Need if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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

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, 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.

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 and conversations with teachers and parents
- Information and advice from external agencies
- The use of specific diagnostic aids

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.

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.
- 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).

The Graduated Approach

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

Quality first differentiated teaching is the first step in responding to pupils with SEN. The teacher and INCo will agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place. This will be recorded on an SEN Support Plan. 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.

- **Assess** a child's special educational need. 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 assessments 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 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, e.g. 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 support 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. Impact of interventions are assessed and the planning cycle continues with new or altered outcomes to reflect progress.

Roles and Responsibilities

The INCo - Stef Todd

She will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Attend regular training to ensure that knowledge is up to date

The Head teacher – Belinda Canham

She will:

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

The SEND Governor – Belinda Kent-Lemon

She will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Visit the school regularly to meet with the INCo and receive updates on the progress of pupils with an SEND
- Work with the head teacher and INCo to determine the strategic development of the SEND policy and provision in the school

Class teachers

They will:

- Provide quality first teaching
- Be responsible for the progress and development of every pupil in their class
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the INCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Parents

They will:

- Be informed and involved in all stages of their child's SEN journey. Parent's wishes, feelings and knowledge will be sought before any decisions are made
- Attend regular meetings to discuss the progress of their child
- Be asked permission before the involvement of any outside agencies

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>

Monitoring arrangements

This policy and information report will be reviewed by the INCo every year.

It will be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015) and links to:

- SEND Code of Practice 0-25 (2015)
- SEND information report
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour and SMSC Policies
- Equality Information & Objectives
- Supporting Pupils with Medical Conditions Policy
- Child Protection Policy

These documents can be found on the school website

Complaints procedures

The school endeavours to work closely with parents and hope that parents who have any concerns or anxieties will, in the first instance, raise these with the class teacher or INCo.

The school's complaint procedures are set out on the school website

Contacts

INCo

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Governor with responsibility for SEND

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