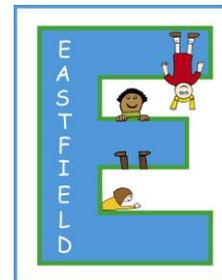


## Eastfield Primary School

### Special Educational Needs and Disability (SEND) Policy.



**Eastfield Primary School believes in a whole school approach to SEND. This involves children, parents, staff and governors working together as a team towards common objectives and goals.**

The SEND policy is a working document and as such will have ongoing reviews as we change procedure and practice within our school.

The objective of this policy is to provide information to parents, governors and teaching staff about Eastfield Primary school's philosophy and practice in relation to special education needs.

This policy describes the way we meet the needs of children who experience barriers to learning which may relate to; learning, sensory or physical impairment, communication and interaction, social, emotional and mental health difficulties.

Children may have special educational needs either throughout or at any time during their school career. This policy offers guidelines on the key processes of identification, monitoring and review in line with the graduated response outlined in the SEND Code of Practice (2015).

#### **Other related documents**

- Health and Safety policy
- Positive Behaviour for Learning policy
- Anti-bullying policy
- Equality policy
- Teaching and Learning policies
- Admissions policy
- Accessibility Plan
- General Data Protection Regulation (GDPR) policy

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### **1. Compliance**

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following policies:**

- **Equality Act 2010: Advice for schools DfE (February 2013)**
- **Schools SEN Information Report Regulations (2014)**
- **Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)**
- **The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards 2012**
- **Children and Families Act 2014**
- **Special Educational Needs and Disability Regulations 2014**

**The school's appointed Special Educational Needs and/ or Disabilities Coordinator (SENCO) is Mrs Rhian Warlow who is the Deputy Head teacher and a member of the Senior Leadership Team (SLT).**

### **2. Definitions of Special Educational Needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child 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 by others of the same age in mainstream schools.

### **3. The Equality Act 2010**

Everyone covered by the SEN Code has duties in relation to disabled children and young people under the Equality Act 2010. At Eastfield Primary school we will not discriminate and we will make reasonable adjustments for disabled and young people.

The definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with these conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **4. Principles**

Our special educational needs policy is based on the following principles:

- Provision for pupils with SEND is a matter for the school as a whole and all members of the school community (teaching and non-teaching staff, parents, pupils and governors).
- All teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the SENCO and external professionals as appropriate.
- Partnerships with parents are developed in order to establish positive outcomes for the child.
- All children are entitled to a broad, balanced and relevant curriculum which includes the national curriculum. This right extends to every child whether or not they have an identified special need.
- Needs will be identified at an early stage and progress monitored using the SEND code of practice.
- Children with SEND will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.

## 5. Aims and Objectives of the policy

The aims of the SEND policy and practice in this school are:

- To be an inclusive school
- To show a commitment to the early identification of pupils with Special Educational Needs and Disabilities and ensure their needs are met
- To meet individual needs through a wide range of provision and teaching strategies
- To share a common vision and understanding with all stakeholders
- To work in partnership with families and other agencies

## 6. Admissions

- At Eastfield Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils, whatever their needs or abilities. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- The school follows the admission policies of Wolverhampton LA and the Admissions Team deal with all admissions.

## 7. Partnership with parents

At Eastfield primary school we work closely with parents in the support of those children with Special Educational Needs. We encourage a partnership with parents with ongoing dialogue by:

- Informing them as soon as possible when there is a concern about their child.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or needs the child may have which may require addressing
- Keeping parents and carers informed about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Involving parents and carers in agreeing and reviewing the targets and the intervention strategies on provision maps
- Making parents and carers aware of the support services available to them

Under the Code of Practice, Wolverhampton City Council have to produce a local offer. This can be found on the Wolverhampton City Council website under Local Guidance for SEN support and Education Health Care plans as well as on the school website.

School also has to provide an SEN information Report which is on the school website and linked to the council website.

Families may be supported through an Early Help Assessment where necessary. Additional family support is available through the Strengthening Families Team accessed through a MARF (Multi Agency Referral Form) referral with parent's consent.

The Information, Advice and Support Service offer help and support for families with children with SEND in Wolverhampton ([www.wolvesiass.org](http://www.wolvesiass.org)).

## 8. Pupil Participation

We recognise that all pupils have the right to be involved in making decisions about their education. They are encouraged to participate in setting targets and reviewing their own progress where appropriate.

## 9. Management of SEND within school

The head teacher and governors are responsible for the management of SEN provision. Responsibility for the day- to- day implementation of the policy is delegated to the SENCO.

### The role of the SENCO

The Special Educational Needs Co-ordinator (SENCO) in our school is Mrs Rhian Warlow, the Deputy Head teacher. The SENCO focuses on the strategic leadership role for SEND in school.

The SENCO is responsible for:

- Ensuring that the School's Policy is put into practice
- Coordinating the day to day provision for children with SEND
- Liaising with parents, external agencies and Local Authority support services.
- Organising and contributing to continuing professional development (CPD) of staff
- Ensuring that the appropriate provision maps are in place and are followed and contributed to by teaching staff

### The role of the Governing Body

The governing body, acting through the Head teacher and staff will:

- Ensure that provision is made for pupils who have SEN
- Ensure that teachers are aware of the importance of identifying and providing appropriate support for those children with SEN
- Ensure inclusion of all SEN pupils
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN

### The role of the class teacher

The class teacher is responsible for:

- Following SEN policy and the school's procedures
- Identifying a child who potentially may have a special need and raising a cause for concern on Edukey
- Talking to parents about any concerns and listening to parents views
- Setting targets on an Individual Education Plan (IEP) on Edukey, ensuring the parents and child contribute to the targets

- Ensuring that the child is supported through quality first teaching
- Planning for additional support in the classroom and differentiated work where necessary
- Taking in to account advice from outside agencies where available
- Monitoring the child's progress
- Reviewing IEPs at least termly
- Working in partnership with parents and carers to achieve targets
- Liaising with other teaching staff including Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TAs) and Inclusion staff, to deliver interventions
- Contributing to assessments and documentation as required

Teachers are supported in their understanding of SEN and strategies to support these students through regular CPD and the specialist teacher who comes in to school weekly to offer advice and support.

**The role of the Teaching Assistant is:**

- To work under the direction of the class teacher to support children with special education needs within the class
- To have knowledge of the class and individual provision maps
- To share knowledge and expertise with class teachers to enable each child to reach their full potential

**10. Identification and assessment- A graduated response to SEN support**

We will address the needs of children using the four main areas outlined in the Code of Practice (2015)

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental health (SEMH) difficulties.
4. Sensory and/or Physical needs.

The SEND Code of Practice 2014 states '*Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review). This is known as the graduated response.*'

We recognise that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child.

Pupils with mental health needs are identified through a triangulation of systems including the special educational needs system, positive behaviour for learning and safeguarding (including Early Help). Please see appendix for our pyramid of support for SEMH needs.

This links to the schools Positive Behaviour for learning policy

## Quality First Teaching

We recognise that high quality teaching, differentiated for individual pupils, is the first step in supporting and identifying pupils with SEN. Class teachers are responsible for the progress and development of all pupils in their class. High quality differentiation is the first response to pupils who may have SEND.

Children who make slower progress will be given carefully differentiated learning opportunities to help them make accelerated progress. There will be regular and frequent careful monitoring of their progress. The SENCO and Senior Leadership team use whole school data as an early identification indicator.

A number of additional indicators are also used:

- Analysis of data including Foundation Stage Profiles, Standardised Assessment Tests (SATs) and termly assessments
- Parental concerns
- Tracking of progress over time
- Information from other services

## Cause for Concern

If a child is not making expected progress, despite high-quality teaching, the class teacher will raise a Cause for Concern on Edukey. This will be discussed by the inclusion team with the class teacher given the opportunity to share their concerns, talk about what has already been put in place and feedback on parent's views. The next steps in support will be decided. Once a pupil has been identified as having SEND, the support put in place and progress towards targets will be closely monitored.

There may be other factors that impact on progress and attainment but do not necessarily mean the child has special needs. These may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

The identification and assessment of the SEN of children whose first language is not English, requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or both. We liaise with appropriate professionals to support with assessments. An SEN assessment will be arranged only if the child has needs that are in addition to being EAL and only after a period of time.

## SEN Support

If progress is still not being made, the child will be identified as requiring SEN support, and in this case, additional resources within school are used to meet the needs of the child. Where it is identified that the

child has SEND, parents will be informed, and with their consent, the child added to the school SEN register. The aim is to ensure that effective provision is put in place and so remove barriers to learning. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

SEN support may be triggered if the pupil:

- Has made no or little progress over a realistic time span
- Makes progress that is not in line with ability as indicated by good levels of understanding
- Presents persistent social, emotional and mental health difficulties which have not been overcome by the usual classroom positive behaviour for learning and mental wellbeing strategies.
- Has physical or sensory problems which continue or begin to effect progress despite the provision of specialist equipment.
- Has communication and or interaction difficulties which continue or begin to affect progress despite the provision of a differentiated curriculum.

The support consists of a four-part process:

- Assess
- Plan
- Do
- Review

### **Assess**

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of progress and attainment, comparisons with peers, national data and the views of the parents. Where external agencies are already involved, their work will help inform the assessment of need. If there is insufficient progress despite support and intervention, further advice might be sought from outside agencies.

### **Plan**

Planning will involve consultation between the teacher, SENCO, the Inclusion Team and parents to agree adjustments, interventions and support; the impact on progress, development and, or behaviour. An IEP, detailing the plan, will be written by the class teacher and will incorporate advice from external professionals if appropriate. Individual plans are entered onto the schools EDUKEY system.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They 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/or relevant specialist staff to plan and assess the impact of interventions. Further support and advice will be provided by the SENCO. The teacher is responsible for liaising with parents and carers.

## **Review**

The review process will evaluate the impact of the support and interventions. The class teacher will revise the support and outcomes based on the child's progress, making any necessary amendments going forward, in consultation with parents and the pupil and SENCo where appropriate.

As part of the assessment cycle it may be decided that the pupil has made sufficient progress to no longer meet the criteria for being on the SEN register. Parents will be consulted and the child will be carefully monitored.

If the child is making insufficient progress despite intervention, with parental consent, we may take further advice from outside professionals.

## **Education, Health and Care Plans (EHCP)**

If a child has lifelong or significant difficulties they may, with parents and carers consent, undergo a Statutory Assessment Process. This will occur where the complexity of needs are such that a multi-agency approach to assessing the need, to planning provision and identifying resources. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

A decision will be made by a panel of professionals about whether the child is eligible for an EHCP. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Parents also have the right to appeal against the content of the EHCP, if awarded. If the school named in the plan differs from their preferred choice then parents can appeal against it. Once the EHCP has been 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.

The assessment process is subject to change, so the school will liaise with Special Educational Needs Statutory Assessment and Review Team (SENSTART) and use the most up to date information available. It should be noted that for a request for a submission for a statutory assessment for an EHCP, SENSTART currently require an Early Help Assessment to have taken place.

Further information can be found via the Wolverhampton Local Offer for SEND:

[www.wolverhampton.gov.uk/send](http://www.wolverhampton.gov.uk/send)

## **11. Supporting Pupils with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have a Health and Care Plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice (2015) is followed.

The school works closely with the School Nursing Service. The School Nurse helps with the writing of medical plans and provides annually training for staff on the use of inhalers and Epipens. She will also help school to access training for any other medical concerns that arise. She is the first point of call with regard to health queries for school. She will keep the school informed as to any changes implemented by the Wolverhampton Hospital Trusts.

This links to the school Medical Policy.

## 12. Record keeping

We have a clear, consistent and confident system to record and share information securely, which is Edukey.

Staff who work with identified children keep records of progress towards targets which are used to review provision on Edukey. The SENCO ensures that all appropriate records are kept and kept confidential. All class teachers have their own SEND folder with information relating to the children in their class with additional needs. This is stored securely.

This links with the school's General Data Protection Regulation (GDPR) policy

## 13. External Agencies

We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals. Multi-disciplinary/ interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments and the local authority (LA). We work on a regular basis with the following:

- Speech and Language Therapy Team (SALT)
- Occupational Therapists (OT)
- Educational Psychology Service
- School nurse
- Educational Welfare Officer
- SEN Support (Specialist Teacher)
- Outreach
- Child and Adolescent Mental Health Service (CAMHS)
- Information, Advice & Support Service (IASS)

The SENCO maintains links with other SENCO's through a local network.

## 14. Consent

Consent is obtained from parents to share information or make a referral. Consent is gained from children as appropriate, on discussion with parents.

## **15. Transition**

We recognise that transitions can be difficult for a child with SEND and for their parents. We take steps to ensure that any transition is as smooth as possible.

During periods of transition to new classes and key stages, the children are given the opportunity to meet their new teacher. Information about the child is discussed and shared, with parent's and carer's consent. For in-year transfers the Deputy Head will speak to the SENCO or other member of the SLT at the prior or receiving school.

## **16. Professional Development for staff**

The training needs of staff are identified in progress meetings. The use of Illuminate Psychology Service enables school to be proactive to situations and to train individual staff to deal with emerging issues and problems. We also work closely with Outreach and the Education Psychology team (EP) who provide training and support.

## **17. Evaluation**

The Governing body will on an annual basis consider and report on the effectiveness of the work and is any amendments to the SEN policy need to be made.

- The broad principles and objectives set out in this policy lay the foundation for the criteria by which we evaluate the success of our policy.
- There is continual review of the effectiveness of our policy. This includes the numbers of children identified and their progress, resource allocation, details of staff's continual professional development and our priorities for the year.
- The SENCO and SLT monitor classroom practice and analyse pupil tracking data and test results.
- SEN is always part of our school improvement plan.

## **18. Procedures for complaints**

We endeavour to do our best for all children but if there are any concerns, we encourage those concerned to approach the class teacher in the first instance. If concerns cannot be resolved informally, complainants should be made aware of the school's complaints procedure which is available on the school website.

Date of next policy review due: April 2022

Signed:

Appendix

Pyramid of support for SEMH needs

