



Policy for Special Educational Needs and Disability.

- **Date: September 2022**
- **Review date: September 2023**

Ernesford Grange Primary School

Policy for Special Educational Needs and Disability.

The school seeks maximum inclusion of children with special educational needs into the National Curriculum but recognises that modification, adaptation and differentiation are routes by which this target may be achieved.

The implementation of this policy is the responsibility of the Head Teacher and all the teaching staff.

The Nature of Special Educational Needs.

Where a pupil is identified as having additional needs we will take action to remove those barriers to their learning and to work in partnership with parents/carers and children as part of this approach.

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

Children have a learning difficulty if they:

- a] have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority; or
- c] are under compulsory school age and 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.

Special educational provision means:

- a] for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- b] for children under two, education provision of any kind.

All children have a right to an education which develops the qualities and competencies needed for full and effective membership of their community.

Entitlement.

We aim to ensure that children with SEND are given an equal opportunity to participate in all aspects of a school life and are enabled to fulfil their potential. Accordingly, we accept the following statements from Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child, Mental Health and Behaviour in Schools 2018;

- all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- all children are given equality of opportunity to participate fully in School activities
- maximum opportunities for effective inclusion throughout the School to develop children's maximum independence, as appropriate to their level of need
- all children have opportunities to meet personal standards of excellence
- early identification of special educational need
- removal of barriers to learning and achievement
- effective assessment and monitoring of needs
- a relevant graduated response to children's needs
- a consistent whole school approach to mental health and wellbeing
- appropriate provision for children with SEND
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- parents are able to play their part in supporting their child's education
- close and effective partnership between parents, schools and outside agencies
- children's views are valued and listened to

Implementation.

The school seeks to ensure early identification and assessment of special educational needs so that the appropriate provision can be made and that failure is not compounded.

The trigger for further investigation should be the expression of a concern that a child is showing signs of having SEND, together with evidence for that concern. The concern may come from a teacher, the parent or by another professional such as a health or social services worker.

During the initial stage the child's class teacher having the greatest contact on a day-to-day basis with children must, in accordance with the 1993 Education Act, identify and make provision for those children with special educational needs and disabilities consulting with the school's SENCO.

Having regard for the 2014 Code of Practice, the school has implemented support for children with SEND in the form of a four-part cycle. This makes sure that there is a clear process to follow in responding to your child's needs and overcoming the barriers to their learning:

- **Accurate identification of the nature of individual need(s)** – This identification of need comes from concerns raised by the class teacher, your view as a parent or carer, your child's opinions and assessment data compared to that of their peers and national data. Where professionals from outside of Ernesford Grange are already working with your child, then it will help us if you make us aware of their involvement, we can then agree through discussion with you whether we will contact them to liaise about how best to plan.

We use Pupil Progress meetings to regularly update and review pupil assessments and you will be updated on the suggested next steps to ensure that they are making good progress and securing good outcomes.

- **Plan** – The support and intervention provided will be planned with a clear aim of meeting your child's intended outcomes, the targets set will be based on evidence of your child's current knowledge and skills.

These targets will be written into your child's Individual Education Plan and we will make sure that all the staff that work with your child are aware of these arrangements.

Depending on your child's needs and the planned support for them to overcome barriers to their learning, we may ask you to be actively involved to reinforce or contribute to progress at home.

- **Do** - your child's class teacher is responsible for your child's achievement. This means that they will make sure the agreed support and/or arrangements are in place; they will plan it and be clear how its impact will be assessed in terms of helping your child to overcome the identified barriers to learning.

It may involve them working with learning support assistants or visiting specialist staff set out as part of the support agreed. Your child's class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

- **Review** – your child's class teacher will review the effectiveness of the support and interventions planned based on their progress towards the outcomes which have been agreed. This is an additional part of our standard process to regularly review every child's learning and development during the school year. You may have informal and on-going conversations but there will always be a formal review process as part of the four stages of support.

The timeline for this will set at the planning stage for their support, we will invite you to meet formally three times during the school year to keep you informed about the impact of these arrangements. You are welcome to request additional meetings, or have discussions with your child's class teacher, if you feel that your child's progress needs to be considered sooner than the agreed meeting date.

This evaluation of your child's progress and development will be informed by the targets which have been previously agreed as outcomes. You and your child, where appropriate, will have the chance to share your views about your experience of the support and the outcomes to this point, as part of this process.

We will make sure that you have clear information about the impact of the support and interventions provided which will also make sure that you can contribute to planning next steps if your child requires further support.

Where necessary, we will repeat this four stage cycle to build our understanding of your child's needs and best match support and intervention so that your child will make good progress and achieve good outcomes.

The governing body has ensured that the portion of the school's budget generated by Additional Educational Needs is directed to provision for SEN pupils. This enables the SENCO to be provided with regular non-contact time in order to fulfil the duties of the post.

A variety of commercial resources are available for use as teacher reference and as pupil material where appropriate to the activities which have been planned.

Children with SEND will normally be taught in their class group. Provision within the classroom requires a balance between individual programmes and differentiation of the current schemes of work and activities.

All teachers are teachers of pupils with SEND. The school has a designated SENCO Mrs Evans. The SENCO at the school will always be a qualified teacher who has

received appropriate training and whose position is recognised by means of points of responsibility on the salary scale.

The broad principles and procedures outlined in the policy also apply to pupils attending school are under five.

Wherever applicable, children with SEND will have access to ICT in order to support their learning.

Involving external specialists to add to Ernesford Grange's provision for special educational needs

We work with a range of external professionals to ensure that pupils receive the highest quality teaching tailored to their needs. These professionals may work directly with your child or with teaching staff to further professional development. They can offer advice and support with teaching methods and approaches, provide additional resources, precise assessment of individual need and deliver activities with groups or individual children. These agencies include:

- Social, emotional and mental health and learning (SEMHL)
- Complex communication team (CCT)
- Educational Psychology Service (EPS)
- A Speech Therapist
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- Children Service and Families Team
- SEND Early years
- Social Care
- School Nurse
- Primary Mental Health team (PMHT)
- Physiotherapy
- The Safeguarding Children Board

We will consider use of one of these external agencies if analysis of your child's progress reveals they have made little progress over time or that they remain working significantly below age expectations. We will always discuss this with you in advance and share their reports and findings with you. You can find additional information about the types of specialist support available to you and your child at <http://www.coventry.gov.uk/sendlocaloffer>.

In some cases, we may talk with you about the option of considering a request for an Education, Health and Care assessment. This will only be when your child continues not to make progress despite planned support and clear information about your child's special educational needs from review meetings.

Requesting an Education, Health and Care Plan (EHC)

You have the right to request an Education, Health and Care assessment at any stage if you feel that your child's special educational needs cannot be met over time even if we continue to take relevant and purposeful action as outlined above in the four stage process. You can ask for further information from the SENCO or find advice online at:

http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_services/688/statutory_assessment_and_statemnting/3

Where a request for an Education, Health and Care assessment is made to the Coventry Local Authority, then it needs to be supported by information about your child's attainment and rate of progress and evidence of the action taken by school as part of support for your child's special educational needs.

The policy for SEND and its implementation reflects the principles enshrined in the school's Equal Opportunities Policy. It seeks to provide the fullest possible access for all pupils to a broad and balanced, relevant, enjoyable, differentiated curriculum which:

- Demonstrates progression and coherence,
- Is free from stereotypes which can lead to low or restricted expectations, prejudices and discrimination,

The school has a duty to inform the child's parents that special educational provision is being made for their child because the child has SEND.

The relationship between parents of children with SEND and the school has a crucial bearing on the child's educational progress.

School based action should ensure that assessment and provision reflects a sound and comprehensive knowledge of a child which is gained from consulting with parents and taking into account their wishes, feelings and knowledge. Parents should also be encouraged to recognise that they have responsibilities towards their child, and that the most effective provision will be made when they are open and confident in working in partnership with the school and with others professionals. To encourage this partnership with parents in the education of their children the school will:

- Encourage parents to make an active contribution to their child's education from the earliest opportunity.
- Share a developing awareness of the child's progress in the curriculum by having regular contact with parents to discuss progress
- Help to plan and provide any supplementary intervention needed through joint meetings and reviews.
- Share information and skills; and

- Share the process of decision making by providing clear information on school policy relating to the education of children with SEND.

The SENCO will be responsible for appropriate allocation of resources.

A range of assessment information will be gathered compiled mainly from assessment procedures currently in use within the school. Assessment evidence gathered will be retained in the class teachers' SEND file and in the child's SEND file.

Aims and Objectives of SEND provision.

Aims

To ensure compliance with;
Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- To enable all children to receive a broad and balanced curriculum relevant to their individual needs
- To ensure children with Special Needs are given an equal opportunity to participate in all aspects of school life.
- To enable all children to fulfil their potential.

Objectives

- To ensure staff are aware that approximately 20% of children can be deemed to have special educational needs at some time in their school lives.
- To recognise that a child may have an educational need in one area of the curriculum only.
- To recognise that a child may have emotional needs and this may affect academic performance for varying lengths of time.
- To ensure that staff recognise their own responsibility in identification and support of SEN pupils.
- To ensure that pupils with SEND are identified as soon as possible.
- To ensure staff are aware of the procedures to follow after identification has taken place.
- To ensure that the National Curriculum subjects policies include a reference to Special Needs.
- To ensure all schemes of work are structured in such a way as to allow access by all children.

Roles and Responsibilities.

The Special Educational Needs Coordinator (SENCo)

- The day to day operation of the SEND policy.
- Liaising with fellow teachers and support staff.
- Co-ordinating provision for SEND pupils including the purchase and allocation of resources and timetabling teaching space.
- Deployment of support teachers and teaching assistants to enable provision to be put in place effectively.
- Maintaining the school's SEND register.
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of staff.
- Liaising with external agencies to maximise the effectiveness of provision for pupils.
- Liaising with the Governing Body on policy and practice of SEND provision.
- Liaising with the LA; Area Education Officers and SEN Advisory staff.

Class Teachers

- Class Teachers' SEND file must include details of provision for pupils for whom additional of different provision is being made.
- Class Teachers will be responsible for coordinating information about the attainments of SEND pupils.
- Class Teachers will involve parents/carers of all pupils recorded in their SEND file in consultation with the SENCO).

The Head Teacher

- Has overall responsibility for SEND
- Keeps the Governing Body informed of SEND issues.
- Works closely with the SENCO.

The Governing Body must:

- Do their best to ensure that adequate provision for SEND pupils is made by the school.
- Secure that where the Head Teacher or responsible Governor has been informed by the LEA that a pupil has SEND, those needs are known to all who are likely to teach that pupil.
- Secure that all teachers in the school are aware of the importance of identifying, and providing for those pupils who have SEND

- Consult the LA; as appropriate and the governing bodies of other schools when it seems to them necessary or desirable in the interests of coordinated SEND provision in the area as a whole.
- Make available to parents the school's SEND policy as required.
- Ensure that, as far as is possible, all pupils with SEND are able to participate in all activities those pupils with no SEND are offered within the school.

Parents

- Parents are regularly informed of their child's progress.
- Parents are made aware of their child's SEND as soon as they arise and before the child's name is placed on the school's SEN register.
- Parents are encouraged to work closely with the child's class teacher to support their child.
- Parents are encouraged to attend regular reviews with the child's class teacher and as appropriate the SENCO.
- Parents are encouraged to make an appointment with the class teacher/ SENCO/ Head Teacher at any time if they have concerns about their child.
- Parents' consent will always be sought prior to any referral for their child being made.

Pupils

- Pupils are encouraged to recognise their own achievements.
- A positive attitude is actively fostered in order to increase self confidence and self esteem.
- Children are involved in target setting and review at a level appropriate to their age.

Reviews

Reviews for children receiving SEN support should take place termly and may be led by the SENCO. Parents should always be invited. Reports from outside agencies should be referred to as appropriate at these reviews. It is sometimes appropriate for the review to be attended by representatives from outside agencies eg: EPS, SEMHL, CCT.

Reviews for pupils with an **Education Health and Care Plan** will be held termly. They will be led by the SENCO. Parents will always be invited. The Area Education Officer, outside agencies and parents will always be invited to the Annual Review where their reports will be presented.