

Eaves Primary School

'Excellence in Everything'



Special Educational Needs and Disability Policy

September 2023

Status	Statutory
Responsible Governors' Committee	Governing Body
Responsible Person	Mrs H Jennings
Review Date	September 2024
Last Amended Date	September 2023

The learning experiences we provide at Eaves Primary School ensure that all children are included so that **'excellence in everything'** is maintained for **EVERYBODY**. We acknowledge that all children learn in different ways and have varying learning styles, including those children with Special Educational Needs. At Eaves Primary School, our approach to provision for those children with Special Educational Needs and Disability is rigorous, flexible and personal. The educational provision for each child is carefully considered and well planned in order to ensure high quality outcomes.

Legislation and Guidance

This policy 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 children 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 co-ordinator (SENCO) and the SEN information report

Who we are

Eaves Primary School has a named SENCO, Mrs H Jennings. She has the National Award for SEND qualification and has held this since 2011. Mrs H Jennings can be contacted by email to eaves@sthelens.org.uk or by calling school 01744 812700. Together, we ensure that the Eaves Primary School Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Aims of the Policy

- To accurately depict how Eaves Primary School will support the provision for children with Special Educational Needs and/or Disability.
- To explain the roles and responsibilities for everyone involved in providing for children with Special Educational Needs and/ or Disability.
- To set out our vision, values and aims of the school's arrangements for children with Special Educational Needs and/ or disabilities.
- To comply with current legislation and good practice.

The objectives for Special Educational Needs Provision at Eaves Primary School

- To work within the guidance provided in the SEND Code of Practice 2014.
- To identify children with special educational needs and disabilities and ensure that their needs are met.
- To have a highly aspirational environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside their peers who do not have special educational needs.
- To ensure that children with special educational needs and disabilities join in with all activities of the school, as far as is reasonably possible.
- To enable reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To ensure a high level of staff expertise to meet the children's needs, through well targeted continuous professional development.
- To ensure parents are informed of their child's special educational needs and provision and ensure there is effective communication between parents and schools.
- To work in partnership with parents in supporting their child's education to ensure that children have a voice, express their views and are fully involved in decisions which affect their education.
- To work in co-operation with parents/ carers and external partners to ensure that there is a multi-agency approach to the planning and delivery of provision.
- To ensure full inclusion for children with medical conditions through consultation with health and social care professionals
- To ensure that all children make the best possible personal progress.

Definitions

At Eaves Primary School we use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/ physical

At our school we adhere to the Special Educational Needs Code of Practice which outlines that:

' A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them'

In line with the Code of Practice, at Eaves Primary School, the identification of SEN happens when:

- a child has a significantly greater difficulty in learning than the majority of children of the same age

and/ or

- when a child has a disability which prevents or hinders them from accessing the educational facilities within our school.

We may identify other factors that may impact on a child's progress and attainment that are NOT classed as a SEND. These are:

- Being a child of a serviceman/ woman
- Being a child looked after
- Being in receipt of child premium grant
- English as an additional language
- Health and welfare
- Attendance and punctuality

Equal Opportunities and Inclusion

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in society. We measure and assess impact regularly through meetings with the SENCO, Class Teachers and Senior Leadership Team to ensure that all children have equal access.

Roles and Responsibilities

The SENCO is Mrs Jennings

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet children's 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 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 children with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Special Educational Needs Provision with the Early Years

Eaves Primary School has a maintained nursery and private pre-school. We have arrangements in place to identify and support children with SEND in these younger years. The EYFS framework requires practitioners to review children's progress and to share a summary with parents. If the staff from Nursery or the Foundation Stage have a concern regarding a child, they will discuss these concerns with the SENCO. The SENCO will seek advice from other professionals such as TESSA (Triage for all Education Support and Specialist Advice) and/or The Bridge Centre.

We follow the standards set out in the EYFS framework that we must ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. We assess the progress of the children in the following areas:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS profile will be created at the end of the Foundation stage and provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. The profile is particularly helpful for children with SEND and informs plans for future learning and identifies any additional next steps.

It is particularly important in the early years that there is no delay in making any necessary provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to future progress and improved outcomes that are essential in helping the child to prepare for adult life.

When special educational needs provision is being made for a child with SEND, we inform the parents. We then adopt the graduated approach with four stages of action: assess, plan, do, review.

The graduated approach will be led and co-ordinated by the SENCO, Mrs Jennings, working with and supporting individual staff members and teams. This provision will be informed by EYFS materials, the Early Years outcomes guidance and Early Support Resources.

Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, we will consider involving appropriate specialists, for example, health visitor, speech and language therapists, portage workers or specialist teachers who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will always be taken with the child's parents/carers.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care Plan needs assessment, following statutory guidance in the SEND Code of Practice.

Identifying Special Educational Needs at Eaves Primary School

We have a clear approach to identifying and responding to SEN. We recognise the benefits of early identification; identifying need at the earliest point and then making effective provision improves long term outcomes for the child.

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to children of the same age. We assess each child's current starting points, skills and levels of attainment on entry, building on information from previous settings

and key stages. We also consider evidence that a child may have a disability under the Equality Act 2010 and what reasonable adjustments need to be made.

There are four broad areas of Special Educational Need as referred to in the Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification of the area of need is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change overtime. We will respond accordingly.

The support we provide will always be based on a full understanding of each child's particular strengths and needs.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. If we have concerns about a child's behaviour, we will commence assessments to determine whether there are causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach will be started.

Process of identification and assessment of SEN

We have rigorous ongoing observation and assessment procedures in place at school which support the accurate identification of children with additional needs. These systems support us in the identification of children with a range of difficulties.

Close liaison and communication exist between class teachers, support staff and the SENCO to ensure that we are proactive to children's fluctuating needs. We strive to maintain ongoing informative dialogues with parents so that children's needs are met.

A range of evidence is collected through our robust tracking and child progress monitoring cycle. Children are identified at termly child progress meetings and the progress of children with SEND is closely monitored with next steps in provision set. Class teachers are consulted on a termly basis for any concerns in preparation for the multi-agency planning and consultation meeting.

If parents have any concerns, we recommend that they speak to their child's class teacher initially and at the earliest opportunity. These concerns will then be shared with Mrs Jennings.

A graduated approach to

Wave 1 Quality First Teaching

This support and provision is available for ALL children at our school.

- Our Teachers and Support Staff have the highest possible expectations for all children in their class.
- All teaching builds on what a child already knows, can do and can understand. Learning experiences will be appropriately challenging.
- Class Teachers are responsive to need and alter provision so that all children can access learning. This may involve a more practical style of learning for some children or the incorporation of specially adapted resources or a modified curriculum.
- Class Teachers liaise closely with Mrs Jennings, the SENCO and Support Staff to put in place specific strategies to enable a child to access learning and make good progress.

Wave 2 Specific Additional Intervention

This provides an increase in support and is allocated to those children who are not making age related learning and/or developmental progress.

These groups are led by the Class Teacher/ Teaching Assistants in a child's class.

- **Target Group** A child may be in a target group for a specific learning area. This means that they receive additional adult input to address the current areas of difficulty.
- **Intervention Groups** These are led mainly by Teaching Assistants who have received specialised training. At our school intervention groups are used to address a variety of needs including learning needs, social skill development, life skills, language development and physical development.
- **Pastoral Support** to aid with social, emotional and behavioural difficulties. Our Safeguarding Manager, Mrs Lloyd and Counsellor/ Learning Mentor, Mrs Wrench have received specialist training and lead Bereavement Therapies, Relaxation, Drawing and Talking Therapies, Social Skills Groups, Counselling and Play Therapy as part of their programmes.

Wave 3- Specialised Support and targeted provision

When a child has specific barriers to learning that cannot be overcome through whole class teaching and intervention external agencies are consulted.

- If a child has been identified as needing more specialist input referrals will be made to external agencies to advise and support us in enabling the child to receive personalised support.
- Before referrals are made parents will be asked to attend a meeting to discuss their child's progress and help plan possible ways forward. This is usually with the Class Teacher and SENCO.
- If it is agreed that the support of an external agency is a way forward, parents will be asked to give permission for the school to refer their child to TESSA- Triage for all Education Support and Specialist Advice for educational settings supporting children and young people.
- Some examples of what TESSA offers:
 - Sensory support for children with visual or hearing needs
 - Social communication support and language support
 - Learning Support
 - Behaviour Support
 - Education and Welfare
- There are a range of agencies with whom we maintain a strong liaison i.e. Speech and Language Therapy, Occupational/ Physiotherapy. Referrals may be made to one or more of these services to help us and gain a better understanding of need.
- The specialist professional will work with a child to assess their needs, understand their difficulties and make recommendations.

Additional Support Allocation

Our school budget includes money for supporting children with SEN/SEND

The Headteacher and Governing Body decide how the budget for Special Educational Needs is allocated. These decisions are made on the basis of the needs of the children currently in our school.

The Headteacher, SENCO and Senior Leadership Team discuss all the information held about children with SEND in our school. This includes:

- The children who already receive additional support (through school provision, LA Provision Agreements and Education, Health and Care Plans)
- The children who need additional support as identified through class tracking and external agency recommendations

- The children who need modified and adaptive resources

Education, Health and Care Plan

If a child's level of need is of a high and/or complex level, school and/or parents/carers may decide to apply for an Education, Health and Care Plan Needs Assessment (EHCP). This means the child will have been identified by the class teacher/SENCO and a range of external agencies as needing a sustained intensive level of input that warrants further statutory assessment.

- The school and/ or parents/ carers can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process and you can find more details about this from the St Helens Local Offer website.
- After the reports have all been compiled, the Local Authority will decide if a child's needs are severe, complex and lifelong and therefore meet the criteria for statutory assessment. They also consider if a child needs more specific support in school in order to make good progress. If this is the case the Local Authority will write an Education Health Care Plan. If this is not the case, they will ask us to continue with the support at a school level. The plan will outline the child's needs and outline specific outcomes and the multi-agency support needed to meet the outcomes.
- The EHCP will be reviewed annually.

If this procedure was necessary for a child, meetings would take place between parents/carers, school, external agencies and the Local Authority.

Funded Support

Using our professional expertise and incorporating advice from external professionals, we may decide to apply to the Local Authority for some 'top up' funding for a child with an Education, Health and Care Plan. We will collate information and then complete the relevant paperwork. This will be assessed by an external panel at the Local Authority. We will let parents know how the support will be used and what strategies will be put in place. This support looks very different for all children dependent upon the individual need.

If this funding is granted, at Eaves Primary School, we use a 'Team Around the Child' model, where additional adults with particular areas of expertise will support your child as part of a group for specific sessions. This means that your child gets the best possible intervention and support from a range of Practitioners. This support is reviewed annually.

Some children continue to receive 'Top Up' funding with a Provision Agreement from the Local Authority due to a previous application. This is also reviewed at least annually.

Transitions for children with SEND

Transitions to a new school or a new class are carefully considered to make it as smooth as possible for any child and particularly for a child with SEND.

When a child is moving to our school: we will contact the SENCO at their current setting/ school and any external agency involved to gain up to date information. We will ask parents to share medical and developmental history with the SENCO and the class teacher.

When a child is moving to another school:

We will contact the SENCO at the new school and ensure that all historic and up to date information is passed on. This will be information about progress, interventions, assessments and external agency involvement. Our school will make sure that all records are passed on immediately after transferring.

When moving between classes in our school:

Transition meetings are held between the two class teams and information is shared about data, progress and specific targets. If a child should need early transition visits to their new class, to see the classroom and meet the staff these are always arranged.

Transition from Year 6 to Year 7:

The Year 6 teacher, SENCO and Safeguarding Manager will meet with key staff from the local High Schools in order to discuss the specific needs of children. We will outline what support a child has needed, what interventions they have accessed, how much support they have required and what assessments have been conducted by external agencies.

Support for Children with medical conditions

If a child has a medical condition, the school will attend a care planning meeting with the relevant health professionals so that an individual healthcare plan is devised. The school will make all the necessary arrangements to support a child with their medical condition(s), in line with the Children and Families Act 2014. If training is necessary, we will facilitate this with the relevant members of staff.

Monitoring and Evaluation

We follow the recommended graduated approach with four stages of action: assess, plan, do and review as per The Special Educational Needs and Disability Code of Practice 2015. We use SEN Support Plans for individual children to outline needs, intended outcomes and necessary provision. These are reviewed on a termly basis. We invite parents to 'team around the child' meetings to review progress and plan for next steps.

Training and Resources

Throughout the school year, staff training sessions are planned and held for teaching and support staff on specific interventions, new policies and practices. Dependant upon the training need required, the training will either be led by the SENCO or an external specialist.

Mrs Jennings, the school SENCO completed the National Award for Special Educational Needs Co-Ordination in 2011.

When a new member of staff joins our school, they undertake induction with Mrs Jennings, our school SENCO, to explain processes and procedures around our SEND provision.

Mrs Jennings regularly attends the Local Authority SENCO network meeting in order to keep up to date with local and national updates. She also attends cluster meetings with other SENCOs in our local network of schools.

Use of data and record keeping

The provision for children with SEN is recorded accurately and kept up to date. The school evidence additional or different provision made under SEN Support. This information forms parts of our regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps.

All documents are stored securely. The children on the SEN register have individual portfolios. To ensure that recommendations from external agencies are put in place, all teachers receive any necessary reports if they detail how the child should be supported.

All past child information is stored securely for 25 years (from the child's date of birth) and destroyed via confidential waste after this time.

Addressing Concerns

We endeavour to work closely with parents/carers and maintain open communication. If parents/ carers have a concern or a worry, we invite parents to share this with the class teacher and/ or SENCO. If the concerns cannot be resolved

we will inform parents of the school procedures to follow. There are organisations that we can direct parents and families to for advice and guidance, if they have a concern regarding education for their child.

If parents would like to know more about the St Helens 'Local Offer' which provides information about what services and support is available locally, please follow the link below:

[SEND \(sthelens.gov.uk\)](https://sthelens.gov.uk)

Links to other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour
- Anti-bullying
- Emotional Health and Wellbeing
- Equal Opportunities
- Supporting children with medical conditions

Monitoring Arrangements

This policy will be reviewed by Mrs Jennings, the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Policy Review Date: September 2024