

ELLESMERE PRIMARY SCHOOL



Special Educational Needs Policy

Review Date: January 2021

Definition of Special Educational Needs and disabilities (SEND)

Children are deemed to have SEND if they have learning difficulties that require special or additional educational provision to be made for them.

Children are deemed to have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities that are generally provided for children of the same age within the local education authority.
- are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Children should not be regarded as having a learning difficulty solely if the language of their home is different from the language they will be taught in.

Children should not be regarded as having SEND purely if they are displaying challenging behaviours. It may be that there is a reason behind the behaviours, and it is our responsibility as an education provider to identify what need or difficulty might be.

Special educational provision is **additional to**, or otherwise **different from**, the educational provision made generally for children of the same age in schools maintained by the LA, other than special schools in the area.

Principles:

The school's Special Educational Needs Policy is based on the following principles:

- A child with SEND should have their needs met.
- All children, including those with SEND, should be given and equipped with the tools and skills they need to succeed.
- That all teachers are teachers of children with special needs and have a responsibility to meet those needs; they may seek the advice and support of the SENCo and external professionals where appropriate.
- That all children are entitled to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage, and the National Curriculum through Key Stage 1 and Key Stage 2.
- That pupils with special educational needs 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.

- The views of the children should be actively sought and taken into account, when considering any provision to support their need or disability.
- Parents have a vital role to play in supporting their child's education, and parents of pupils with SEND are key in providing information on the child as an individual.

Aims and Objectives

The staff and Governors aim to provide a broad and balanced curriculum for all children: that includes setting suitable challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning.

The staff and governors at Ellesmere Primary School School are aware of the importance of identifying and providing for those pupils who have SEND, and we aim to identify the need and provide necessary support as quickly as possible. As a school, we believe that early intervention is the most effective way to support and overcome barriers to learning.

The staff will ensure that pupils with SEND join in all areas of school life, together with pupils who do not have SEND.

Roles and responsibilities:

The responsible persons for Special educational Provision at Ellesmere Primary School are:

Headteacher	Deputy Headteacher	SENDco	SEND link Governor	Learning Mentor
Mr Stuart Roberts	Miss Vicki Massey	Mrs Gemma Davies	Mrs Rachel Schubert	Mrs Susan Powell

Special Educational Needs Coordinator (SENCo):

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN, including LAC.
- advising on the graduated approach to providing SEN support advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEN governor:

- 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:

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

Class teachers:

- The progress and development of every pupil 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Admission and Inclusion

The admission arrangements for those pupils with Special Educational Needs and Disabilities (SEND), but without a Statement of SEND/Education Health Care Plan (EHCP), is the same as for all pupils. Pupils who have a Statement of SEND or an EHCP on entry into school, are placed by the LA.

All the teachers at Ellesmere Primary School are committed to identifying and providing for the needs of all pupils in an inclusive learning environment.

SEN information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Access to the Curriculum

The Early Years Foundation Stage Curriculum and the National Curriculum are made available to all pupils. Where pupils have Special Educational Needs or Disabilities (SEND), a graduated response will be adopted. The school will make full use of classroom and school resources, and where necessary access support for external services. The school operates an Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice (2015). This means that staff are constantly assessing both the child's needs and also the provision in place, to ensure that the provision is effective and the child is making progress.

The school will make provision for pupils with SEND to match the nature of their individual needs. The Class Teacher and SENCo will keep regular records of the pupils' progress, in consultation with parents, including the action taken and the outcomes achieved.

The school implements specific intervention programmes to break down barriers to learning. The nature of groups allows for the individual learning needs of pupils to be addressed in individual, small group or whole class contexts. The curriculum is differentiated to meet the needs of all pupils.

Identifying pupils with SEN and assessing their needs

The school's arrangements for the identification of pupils with Special Educational Needs and Disabilities (SEND), in regards to the procedures in the SEND Code of Practice 2015.

As a school we offer a differentiated broad and balanced curriculum. Class teachers use formative and summative assessments methods to inform progress and attainment. This information is used to identify those whose progress:

- Is significantly lower than that of their peers starting from the same baseline
- Widens the attainment gap
- Fails to close the attainment gap between the child and their peers
- Fails to match or better the child's previous rate of progress

This may include progress in areas other than attainment, for example, social and emotions needs and sensory or physical needs.

When a child is identified as a concern, the class teacher uses the 'Quality First Teaching' document to ensure additional support is in place.

Consulting and involving pupils and parents

As a school we believe in ensuring effective and open communication with parents and pupils at an early stage of the SEN process. Once a child has been identified as a concern, class teachers communicate concerns with pupils, parents/guardians. If special education provision is agreed, teachers complete an initial concerns form, to involve the school SENCo. This document highlights the main area of concern (linked to SEN Code of practice 2015), teachers are also asked for strategies which have been put in place through 'Quality First teaching'. An observation of the child is undertaken by the SENCo and a meeting with the class teacher, parents and child is arranged. These meetings will make sure that:

- Parents and pupils views and concerns are highlighted
- School, Parents and pupils have a good understanding of the pupils areas of strength and difficulties
- Everyone understands and agrees with the SMART targets for the coming term
- School and parents are clear on next steps and actions to be undertaken within the next term.

Documentation completed is uploaded to CPOMs and a copy emailed to parents.

Assess, Plan, Do, Review cycle:

The school's arrangements for the identification of pupils with Special Educational Needs and Disabilities (SEND), has regard to the procedures in the SEND Code of Practice 2015. The school offers a differentiated curriculum.

- **Assess**

Class teachers assess the progress pupils are making across the curriculum every two weeks through phase meetings. Teachers use summative and formative assessments to regularly track pupils attainment and progress. Assessment information and observations in and around the classroom combine together to support teachers in identifying pupils next steps. Progress and attainment is monitored closely by the Senior Leadership Team (SLT).

- **Plan**

Class teachers, parents and children meet to discuss and clarify next steps and SMART targets for pupils to work towards and achieve by the end of the term. Teachers use their assessments of children's learning and progress in their area of need to support in identifying pupils targets.

- **Do**

During planning meetings, the class teacher will talk parents through the support and interventions which will be put into place. These may include:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Use of specialist equipment / resources
- Alternative teaching strategies

- Use of outside agencies e.g Speech and Language Therapy

- **Review**

Targets will be reviewed at the end of every term (at least). Class teachers carry out an informal review at the end of each half term (October, February, May). Formal review meetings take place between the class teacher, parents and pupils at the end of every term. The school SENCo will attend a review meeting if they are requested by teachers/parents. During the review, pupils needs are updated and SMART targets reviewed. New targets are then implemented and support strategies updated. Additionally, the progress of children with an Education, Health, Care Plan (EHCP) will be reviewed annually, as required by legislation. The SENCo may provide help and advice but the responsibility for classroom provision and differentiated activities remains with the class teacher.

If a pupil is not making progress despite the school and the agreed home support having been implemented, advice will be sought from the appropriate external support agencies. Targets will be amended accordingly implementing the advice given, and a new time scale and programme of study will be agreed by all parties involved.

If progress is still not achieved despite the implementation of the Assess, Plan, Do, Review cycle, the child may be assessed, bearing in mind the County criteria with a view to initiating a statutory assessment and gaining an Education Health and Care Plan (EHCP). Identification of SEND will be undertaken by all staff, with support from the SENCo.

Liaison with external agencies:

Parents will be informed at every stage and their permission sought before an external agency becomes involved with their child. Targets and/ or personal plans will be discussed and agreed with both the parent and the child.

Liaison with external agencies supplements the support and assessment of the needs of individuals.

Regular liaison is maintained with the following external agencies for pupils on the SEND Register:

- SEN Support Services – Woodlands Outreach
- Behaviour and SEMH support services - Woodlands Outreach
- Psychological Services- Shropshire Council EP Services
- Autism Spectrum Disorder specialists - SPECTRA
- Social Services
- Speech & Language Therapist
- Occupational Health
- Sensory Inclusion Service, including Visually and Hearing Impaired Services
- Health Service
- Looked after children officer
- Parent Partnership Service

Working with Parents

We will actively seek the involvement of parents in the education of their children. It is recognised, that it is particularly important with pupils who have Special Educational Needs or Disabilities (SEND) that the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about their child's progress. Parents will be encouraged to contribute to setting individual targets and will be expected to attend regular meetings to update and set new targets.

Additional information

For further information, please see Shropshires Local Offer as well as the School SEND Information Report, which can be found on the school website.

