

# **ESSENDINE PRIMARY SCHOOL**



## **SEN-D Policy 2019**

**Review Nov 2020**

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## **Our Aim**

Essendine aims to maximize the progress and achievement of all pupils by having high aspirations and expectations, through an enriching and rigorous education. Provision for children with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND. We aim to support the pupils in becoming confident learners in life and achieving the greatest independence possible in their learning.

At Essendine we are committed to our core values and believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

### **Staff members we will seek to identify the needs of pupils with SEND as early as possible**

This is most effectively done by gathering information from parents, education, health and care services and Early Years settings.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

### **We will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the Curriculum.**

This will be co-ordinated by the Inclusion Leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

### **We will work with parents and Carers to gain a better understanding of their child, and involve them in all stages of their child's education.**

This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. This takes place in the form of Termly Learning Plan Reviews where the Class teacher and the Inclusion Leader meet with Parents to discuss interventions put in place, and their impact on the child's learning. The child is also invited, and asked for their opinion of their progress. At this meeting child friendly targets are set which ensure that progress towards independent learning is at the heart of our SEND provision.

## **Identifying Special Educational Needs**

Within Essendine Primary School all children's progress – academically, socially and emotionally, is constantly monitored by teachers and the Senior Leadership Team. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child with either the class teacher or the Inclusion Leader. A flow chart models the stages of identification; the class teacher will manage and adapt planning at the universal provision stage, if further intervention is required then the class teacher works with their phase leader to look at, and modify planning for the child. If the phase Leader thinks further intervention is required, then the Inclusion Leader will observe, make recommendations, and, if necessary utilize and manage both Targeted and specialist provision.

During pupil progress meetings with the class teacher and phase leader, recent attainment and progress of all SEN pupils is considered. Pupils who have made less than expected progress given their age and individual circumstances are identified. Pupils making less than expected progress over time may be assessed for specific types of special need for example ADHD, ASD or other specific learning difficulties.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support (SEND Code of Practice 2014)

- **Communication and Interaction**

Pupils with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said, or they find it difficult to understand the use of social rules and communication.

- **Cognition and Learning**

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe or profound and multiple learning difficulties. Pupils may have specific learning difficulties, encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Essendine provides support for improving emotional and social development, through pastoral support arrangements, for example we have 'The Hub', a space where children who are experiencing difficulties of any kind can go to receive support and advice. In addition to this we have a trained councillor, which provides an opportunity

for children to express and work through any worries they may have. Bullying is dealt with in accordance with our Anti- Bullying Policy.

• **Sensory and/or Physical Needs**

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**A Graduated response to SEND**

**Universal Provision**

At Essendine, all children are provided with the ‘Universal Provision’. Teachers plan lessons according to the specific needs of all groups of children in their class. All lessons offer the challenge and support for each child to learn and progress to the best of their ability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet a child’s learning needs. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. If progress continues to be less than expected, the class teacher and Inclusion Leader will assess whether the child has a specific educational need.

There is then further assessment, including gathering information from the pupil and their parents, targeted or specialist interventions may be put in place in order to support and help identify a child’s particular needs.

A delay in learning and development in the early years may or may not indicate that a child has SEND. If there are concerns, there will be an assessment to determine whether there are any

causal factors. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach would be adopted.

### **Learning Outside the Classroom**

There is a wide range of additional educational activities outside the classrooms, such as visits to museums, libraries and the theatre. We ensure that all pupils including those with special educational needs and/or disabilities are always included, and Individual Risk assessments are created where necessary.

## **There are four stages of SEND support:**

- **Assess**
- **Plan**
- **Do**
- **Review**

### **Assess**

This involves analysing clearly the pupil's needs using the teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, Inclusion Leader and parents to agree the adjustments, interventions and support that are required; the impact on progress, development or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, will be informed of pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will take place at the termly Learning Plan review.

A whole school provision map is completed for all children on the SEND register to address what is required for the Autumn, Spring and Summer terms.

### **Do**

The teachers will remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The Inclusion Leader, alongside the class teachers will work closely with professionals and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the Inclusion Leader.

### **Review**

Your child's progress will be assessed both in attainment and progress in terms of his/her learning within the class and with regard to specific intervention programmes. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for the child. Parents will be kept informed and encouraged to be actively involved at all stages of this support. The class teacher, in conjunction with the Inclusion Leader will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Learning Plan meetings take place every term to review the achievements, progress and needs to plan for the next term. If a child on the SEND register has continued to make progress and improve his/her attainment, they may be taken off the SEND register and monitored.

Throughout the Assess, Plan, Do and Review cycle, where it is appropriate, pupils' views are central to the process. Pupils will be invited with their parents, to planning meetings and reviews and their preferred ways of learning taken into consideration as part of the cycle.

**At Essendine we have a 3 tiered approach to supporting pupil's learning.**

**Universal** – this is the quality first teaching a child will receive from her/his class teachers and may include some adaptations to match learning needs.

**Targeted** - it may be appropriate for a child to receive time limited additional support, to accelerate progress and therefore remove barriers to learning. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

**Specialist** – if a child does not make progress over time, it may be necessary to seek specialist advice. This may result in regular long or short term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. The school may need to prioritise referrals to these services.

### **Education, Health and Care Plan**

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,

- establish outcomes for your child's progress.
- specify the provision required and how education, health and social care will work together to meet a child's needs and support the achievement of the agreed outcomes

The parent, child and/or the school, usually the Inclusion Leader or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

### **Working in Partnership with Parents**

At Essendine, we believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

There may be suggested strategies or activities for you to do at home to support pupil's learning, We run parent/carer workshops led by the **Parent Support Advisor** in school to help parents understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child. You may have an opportunity to meet with other professionals involved in supporting your child.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up relating to the provision for their child.

## **Transitions**

At Essendine we understand how difficult transitions can be for all pupils, especially those with SEND, therefore we liaise closely with the school or nursery a child is transferring from. There are discussions with teachers regarding individual needs and if necessary, the four-stage cycle is put in place to best to support each pupil in school.

The Senior Leadership Team is available to support parents in making their decision on the selection of the appropriate secondary school for their child and assist them in the application process.

While at Essendine we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and best support strategies.

We make arrangements to ensure there is a smooth transition when a child transfers to his/her secondary school of choice. Please contact us for further details.

If a child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the Transition reviews.

## **Supporting Pupils with Medical Conditions**

At Essendine we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. All Class teachers are made fully aware of any medical needs in their Class, and a medical needs register of the whole school is kept, and regularly updated

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 children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Training and Resources**

We regularly review the school training schedule and professional development for all teaching and support staff to ensure we maintain the appropriate expertise to support children with special educational needs. We are able to access training programmes from different organisations including the Tri-borough Training and Outreach team based at QE2 School in Westminster. Individual training can also be arranged when necessary.

The Inclusion Leader regularly attends the Tri-borough SENCo network meetings in order to keep up to date with the local and national updates in SEND.

## **Roles and Responsibilities**

**Tim Killick Inclusion Leader:** [tkillick@essendine.org.uk](mailto:tkillick@essendine.org.uk)

### **The role of the SEND Governor is to:**

- Help raise awareness of SEND issues at governing body meetings
- Ensure that the school's notional SEND budget is appropriately allocated to support pupils with SEN
- Give up-to-date information to the Governing Body on the quality and effectiveness of SEND and disability provision within the school
- Help to review the school's policy on provision for pupils with SEND
- Assure the Governing Body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.

**The SEND Governor is:** Tara Soonaye.

### **Role of the designated teacher with specific Safeguarding Responsibility**

- To take lead responsibility for managing child protection issues and cases. This involves providing advice and support to other staff, making referrals to and liaising with the Local Authority and working with other agencies.
- Information relating to individual child protection cases is confidential, although some information can be shared with relevant school staff where necessary.

### **The designated teachers with specific safeguarding responsibilities are:**

**Lisa Farrow – Head Teacher**

**Tim Killick Assistant Head Teacher (Inclusion Leader)  
Designated Safeguarding Lead**

**Andrea During – Home/School liason officer**

## **Compliance**

This policy is designed to ensure that Essendine meets its statutory responsibilities to pupils and their parents in accordance with:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (July 2014)
- 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 (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Keeping Children Safe in Education (2016)

## **Guidance**

- [LA Local Offer Summary](#)
- [LA Local Offer Education](#)

## Glossary

	<b>Stands for.....</b>	<b>Means.....</b>
CAMHS	Child and Mental Health Services	Specialists who assess and advise to help pupils with their mental and emotional
COP	Code of Practice	The legal document which outlines how pupils with SEND from 0-25 should be supported in their journey
CYP	Child or young person	Used in the Code to mean child
EP	Educational Psychologist	Specialists who help problem solve with staff and suggest strategies to support pupils in school.
EHC Plan	Education Health Care Plan	This will gradually replace existing statements. New assessments will now result in an EHC plan.
LSA	Learning Support Assistant	Adults who work with teachers and children to support pupils with SEN or who need extra support.
OT	Occupational Therapists	Specialists who assess and advise to help pupils to adapt and manage everyday
SENCo	Special Educational Needs Co-ordinator	A person who manages both the overview and day to day running of special needs
SEND	Special Educational Needs and Disabilities	Pupils who have a need that requires support which is additional to or different from the rest of the peer
SaLT	Speech & Language Therapist	Provide support for pupils with both receptive and expressive language difficulties.

## **Complaint Procedures**

Initially speak with your child's teacher and/or the Inclusion Leader. Hopefully they will be able to address your concerns.

You can then contact the Head teacher, who may direct you to the school's [Complaints Policy and Procedure](#)

## **Renewal of Policy**

The SEND Policy will be renewed annually. To be reviewed **September 2019**