

Special Educational Needs and Disability Policy

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Succeeding together

Statutory Policy Name: Special Educational Needs & Disability

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At Eastbury Primary School we believe that every child should achieve their potential, whilst feeling safe and happy every day.

Our core values are:

- Respect
- Teamwork
- Aiming High
- Creativity
- Enjoyment
- Resilience

Safeguarding Statement

Our policy is embedded into the general ethos of all the academies within the group forming Partnership Learning, which is to ensure that our children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. The governors and staff of our school fully recognise the contribution they make to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All trustees, staff and governors believe that our school should provide caring, positive, safe and stimulating environments which promote the social, physical and moral development of the individual.



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Special Educational Needs & Disability

Introduction

Our guiding principle is one of inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress. This Special Educational Needs (SEN) policy details how we ensure that the needs of all our pupils with special educational needs are met. When carrying out our duties towards our pupils with SEN, we have regard to the Special Educational Needs Code of Practice 2014.

Principles

- We value all children in our school equally
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEN have a unique perspective on their own needs and should be central to all decision-making processes about their support



Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEN provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations, resilience and expectations for all pupils with SEN.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that (wherever possible) all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEN engage in all the activities of the school alongside pupils who do not have SEN

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools.
- Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.



Identification and assessment of pupils with special educational needs

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs. The first response to limited progress is high quality teaching targeted at the child's areas of difficulty.

Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time limited interventions. We focus on early intervention to ensure 'gaps' are targeted and an intervention is put in place at the earliest opportunity. To support best practice we aim (wherever possible) to use structured interventions with reliable evidence of effectiveness. Sessions are often brief (20– 50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery.

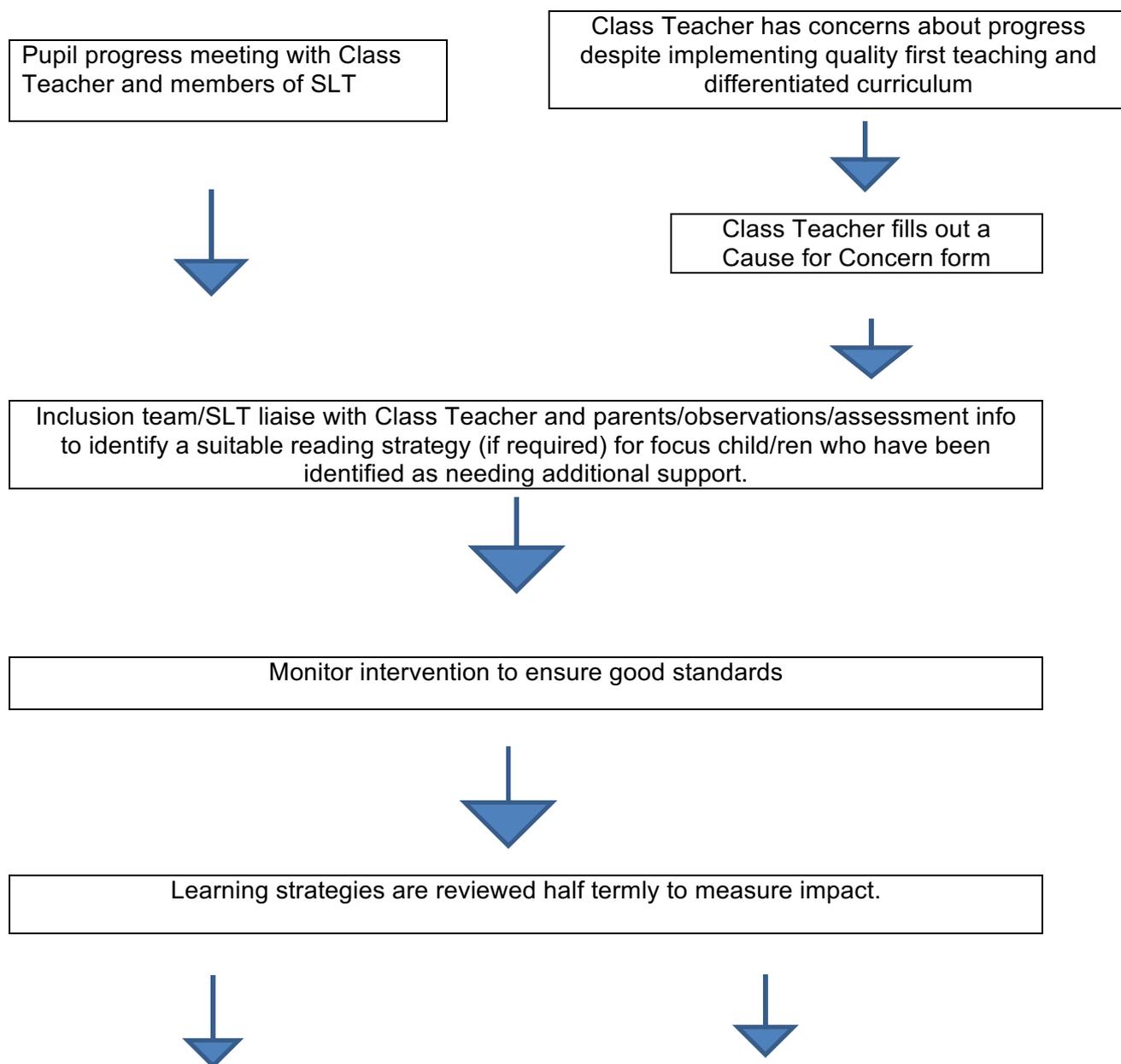
Where less than the expected progress continues to be made, the teacher will work with the SENCO to assess whether the child has SEN. This may involve the SENCO carrying out observations and possibly assessments. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical need

Intervention Flow Chart





If targets are met, child is removed from the intervention.

If targets are not achieved, the teaching strategy is to be amended if required or a more appropriate learning strategies to be applied. Consideration may be given to involvement of external professionals where appropriate.

We recognise that, in practice, individual children often have needs which include more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than a classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from teaching assistants or specialist staff.

SEN Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place.

Quality First Teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Children who are identified as having SEN, as with all children, will have individual targets which will be need to be met by the child. The targets will be discussed and generated by the child and class teacher. Information containing the type and level of support will also be documented and a copy sent to parents and carers. Parents and carers will have the opportunity to discuss their child's targets with the class teacher, a member of the inclusion team and or the SENCO.



Individual targets are regularly assessed and reviewed by the class teacher. Some pupils will make accelerated progress and cease to require SEN support after a period of targeted intervention and these pupils will then be removed from the school's register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. All these children have individual Pupil Passports which state the termly targets and additional, individual and specific information relating to the child. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs.

How Eastbury Primary School adapts the curriculum and learning environment for pupils with SEN.

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEN access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEN pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. For example the Speech and Language Therapy Service provides support programmes for children with speech and language difficulties.

Additional support for learning available to pupils with SEN

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Examples of interventions available include: Colourful Semantics and Black Sheep, speech and language programmes; First Class at Writing, Language Link, Success at Arithmetic, a programme designed to identify and support gaps in understanding; Reading interventions targeting a variety of different needs. These interventions include Reading Recovery and Better



Reading Support Partners. Other interventions include: Talk Boost; an intervention designed to develop vocabulary, social skills intervention (Thrive), phonics interventions and counselling for children and parents by a trained and qualified therapist. There is also an additional resource provision (ARP) for children who are deaf. Qualified communicators and Teachers of the Deaf support their additional needs and integration into mainstream classes. We also have a specialist room (Sunshine room) for some of our more complex needs children. They are supported by some of our SEN specialist staff who are overseen by the SENCO. These children also have some time (where appropriate) in their mainstream classes with adult support.

The SENCO is able to discuss interventions in more detail. Some interventions are delivered by trained learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCO. Other interventions are delivered by teachers.

Support for children with Social, Emotional and Mental Health Needs (SEMH)

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

The school-based counsellor works closely with school staff to ensure that we address the needs of our pupils with social, emotional and mental health needs effectively. The school counsellor provides therapy to individual children, parents and teaching staff.

Teaching assistants understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

There is a sensory room which encourages and supports children to learn through sensory exploration and is also an area of calming. There is a small play area provided for children who struggle with social interaction in the larger play areas of the school. It offers a more structured, adult led play environment designed to support children to develop their social interaction; sharing, forming relationships with peers in a more controlled environment.



Physical or medical Needs

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy or occupational therapy.

How Eastbury Primary School evaluates the effectiveness of its provision for pupils with SEN

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

How Eastbury Primary School assesses and reviews the progress of pupils with SEN

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil Progress meetings are held half termly, attended by the class teacher, SENCO, the Co-Head teachers and/or the Deputy Head teacher, at which action is planned to address any lack of progress identified. The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress. The progress of SEN pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Pupil Passport. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.



Admissions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

Governing Body

Responsibilities

- To check that the school is complying with its legal responsibilities
- Check and ask for report on the steps being taken to ensure compliance
- To challenge leaders to ensure that SEND remains high on the school's agenda

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Maxine Sealy. She is in school full time. Her key responsibilities include:

- To work in collaboration with the Co-Headteachers, Deputy Headteacher, school governors and staff to develop a clear strategic direction for SEN
- To oversee the day-to-day operation of the school's SEN policy
- To coordinate and develop high quality provision to meet the needs of pupils with SEN
- To work in partnership with parents/carers of pupils with SEN to develop and review effective support for their child
- To work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEN
- To liaise with the inclusion team where looked after pupils have SEN
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and



independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented

- To liaise with other schools to ensure that pupils make smooth transitions between school placements
- To work with the Co-Head teachers and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- To promote the inclusion of pupils with SEN in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- To ensure that the records of pupils with SEN are maintained and kept up to date
- To support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- To coordinate the effective deployment learning support assistants, providing support and training as needed
- To contribute to the in-service professional development of staff in relation to SEN

Teachers

- To provide Quality First Teaching for all the pupils in their class
- To provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- To be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- To work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEN Learning Support Assistants
- To support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
- To develop the independence of the pupils with whom they work
- To provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review
- To be sensitive to the emotional and physical needs of pupils

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.



Arrangements for partnership with parents.

We recognise the importance of working in partnership with parents.

Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEN provision. A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEN may contact the Parents in Partnership Service of Barking and Dagenham for independent support and advice.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more child-centred ways of working to make it easier for our SEN pupils to express their views.

Storing and Managing Information

See Eastbury Primary School's Data Protection Policy (on the school website).

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of



the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. Eastbury Primary School has good links with local special schools through the outreach services.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The school receives regular visits from the nominated Education Welfare Officer for the area. The SENCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term. Other agencies and outreach services that the school works with include:

- Speech and language therapy service
- Physiotherapy service
- Joseph Clark Service for the Visually Impaired
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Barking and Dagenham Child Development Centre
- Virtual School for Looked After Children
- Social Care services

Complaints Procedures

The schools' complaint procedures are set out on the school website.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service.

The school will make further information about this process available on request.

Eastbury Primary School's Local Offer

Further information on the school's arrangements for supporting pupils with SEN can be found in the school's Local Offer which can be accessed via Eastbury Primary School website: Our School Local Offer forms part of the local authority's Local Offer, which is also



available as a link on this site and provides information for parents/carers on SEN services available within Barking and Dagenham and neighbouring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014,

Part 3 Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

Related school policies Equality Policy

Health and Safety Policy

Policy on Supporting Pupils with Medical Conditions