



Special Educational Needs Policy

This document is intended to provide information regarding the support for all of our pupils including those with SEN in order that they can realise their full potential.

Definition of Special Educational Needs

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions."

SEN Code of Practice 2015

Definition of Disability

'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Equality Act 2010.

Introduction

At Earlsdon Primary School we aim to offer the best learning experiences tailored to meet the needs of our pupils. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children and Families Act 2014.

Around 16% of pupils in school are recorded on our SEN register as 'SEN support'. Children are identified as having SEN when they have less than expected progress and the interventions and resources we usually put in place do not enable improvement. These children receive support that is 'additional to and different from' that of their peers. A small number of these children have a significantly greater level of need and an Educational Health Care Plan has been written in conjunction with the LEA.

The Code of Practice 2015 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).



Earlsdon Primary School has experience in supporting children with all of the above, and we invest time and training from outside agencies to support any child in our care to ensure their needs are met.

Our Special Educational Needs and Disability Co-ordinator (SENDCO) is Miss Higgs who leads the Inclusion team in school. Our pastoral team comprises of two learning mentors, Mrs Lopez-Bloomfield and Mrs Clarke who both work alongside other teaching assistants to support the children throughout the school.

We aim to establish and develop close working relationships between pupils, staff, and parents as well as outside agencies so that pupils can be helped in a supportive environment.

Objectives of the School's SEN Strategy

The objectives of our strategy are to:

- Promote high standards for all children so that they can achieve their best and fulfil their potential
- Continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- Organise all our activities to ensure that all children are included in the life of the school
- Work closely with parents, sharing information on children's progress and their individual needs
- Meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2015), and the Special Educational Needs and Disability Act (2001)
- Encompass the LA Statement of Policy for Children with SEN and share information through SEN information report.
- Facilitate pupils' learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEN Code of Practice (2015).

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

Arrangements for Co-ordinating Educational Provision for Pupils with SEN

Our SENDCo will:

- Manage the day-to-day operation of this policy
- Ensure that SEND provision for pupils is arranged
- Report on the effectiveness of provision to the senior management team and through them to governors
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEND
- Monitor teachers plans to ensure they include appropriate differentiation for pupils with SEND
- Monitor progress made by pupils.



The Headteacher and Senior Leadership team will:

- Manage the work of the SENDCo
- Identify resources for SEND
- Plan with the SENDCo how resources are used to support pupils in the most efficient, effective and equitable way
- Set the overall school policy for SEND and Inclusion
- Decide whether to put pupils forward for statutory assessment, in consultation with parents/carers.

Class Teachers will:

- Provide Quality First Teaching and plan relevant sequences of learning
- Identify pupils experiencing difficulties
- Discuss pupils with SEND with the SENDCo and parents/carers
- Write and review Individual Provision Maps (IPM's) and Support plans in liaison with the SENDCo where required.
- Contribute to planning and provision to meet identified needs
- Contribute to monitoring and review procedures
- Seek to meet SEND needs within the overall framework of inclusion in the school.

Teaching Assistants will:

- Deliver quality interventions and support provision throughout school
- Provide information for reviews where relevant
- Develop and store resources
- Contribute to the school assessments.

Governors will:

- Identify one governor (or several) with a special interest in SEND
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.

Admission Arrangements

Before pupils come to school we will:

- Visit our feeder schools (Receiving Teacher, Head and/or SENDCo), note pupils who have already been identified as having SEND, and collect information about their educational history
- Undertake follow up visits to discuss individual pupils in more detail as necessary
- Collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

Once pupils arrive in school, we will:

- Undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- Review any existing Individual Provision Maps in consultation with the pupil's parents/carers
- Discuss the placement of the pupil on the school's SEND register with parents/carers
- Make sure that information about pupils' SEND is passed on to appropriate school staff



- Give parents/carers information about the SEND Information and Advice Support Service (IASS).

When pupils leave the school we will:

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documentation as required.

Building Adaptations and Special Facilities.

We have the following adaptations and special facilities:

- Wheelchair access to the main reception office
- A toilet for pupils with disabilities.

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities and facilitate access for adults with disabilities.

Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEND

The Allocation of Resources to and amongst Pupils with SEN

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements
- Other budgetary pressures in the school
- The resources identified (but not earmarked) for SEN within the individual School's Budget
- The availability of additional grants to the school
- Priorities identified in the School Improvement Plan.

The SENDCo works with the senior leadership team of the school to:

- Identify the pattern of need across the school
- Establish the most cost effective means of meeting these needs
- Allocate support to groups of pupils and individual pupils, including those with statements of special educational needs
- Ensure as far as possible that support is allocated to pupils on a fair and equitable basis
- Monitor the progress made by pupils with SEND
- Evaluate the effectiveness of provision for SEND
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

Identification, Assessment, Monitoring and Review Procedures

As soon as concerns are raised about the progress of a pupil the class teacher will discuss this with the parents and work together to devise a plan of support. If this does not accelerate the progress, then the SENDCo and class teacher will meet with the parent. Schools should meet with parents at least 3 times a year. A record of the discussions should be added to the pupil's record and given to the parents. The views of the pupil should be included in these discussions. This could be by involving a pupil in all or part of the discussion itself or gathering views as part of the preparation. Individual or group provision maps are drawn up to record the additional support the child is receiving and shows details of the intervention i.e. specific targets, regularity, duration as well as



reviewing the level of impact. Interventions that are not improving progress are adjusted or replaced with other provision.

Pupil Progress Meetings are convened regularly where teachers feedback to members of the Senior Leadership team on the progress of children.

Pupils can be moved off the SEND register where reviews reveal satisfactory progress and appropriate levels of attainment.

Arrangements for Providing Access to the Curriculum for Pupils with SEND

We support access through differentiation, intervention plans, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement; use assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- Ensuring that all pupils have appropriate learning targets which are challenging
- Valuing the diversity of our pupils of which SEND are a natural part
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEND to work with other pupils
- Encouraging pupils with SEND to play/socialise with other pupils.

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND pupils.
- The number of pupils with special educational needs attaining specified levels in National Curriculum assessments.
- Average reading improvement of pupil receiving support with teaching.
- The number of planned programmes of intervention and support.
- The amount allocated to SEND by governors
- The proportion of teachers' records that include information on the special educational needs of pupils in their classes.
- The proportion of schemes of work which show evidence of differentiation for pupils with SEND
- INSET time allocated to staff development with reference to special educational needs within budgetary limits
- The proportion of parents attending or contributing to reviews and consultations
- Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. Intervention Plans, Reviews, Reports, Class Organisation for Special Needs, sheets etc.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Children are confident and well motivated and are making measurable progress



- Movement between stages and the number of pupils on the register.

Arrangements for Considering Complaints about the SEN Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned. School will follow the general complaints policy. If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant
- Undertake further investigations
- Seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service
- Take action to address the complaint
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take.

The School's Arrangements for SEN In-service Training

- All staff receive In-Service training or information about the SEN Code of Practice (2015), and issues relating to Disability
- All staff have the opportunity to receive In-Service training on SEND Procedures in school
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- The SENDCO will identify areas for In-Service training or with the Headteacher, which will be written into the school's CPD plan.

The Use made of Teachers and Facilities from Outside the School Including Support Services

- External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- External agencies will be used to identify specific targets for pupils in line with the school's procedures
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Social, Emotional, Mental Health and Learning Service, Complex Communication Team and Speech and Language Therapy.
- Regular liaison takes place with Area Health professionals to access the following services: NHS Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services.

Arrangements for Partnership with Parent

The concept of parents as partners is central to the SEN Code of Practice (2015). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend consultation meetings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the Intervention Plan targets at home. We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:



- Regular consultation and review procedure for the sharing of information
- Sharing of assessment and planning information through Intervention Plans
- Discussing with parents/carers options when pupils leave schools
- Meeting the parents/carers of prospective new pupils to the schools to discuss SEND support.

Policy Review Details

Policy reviewed September 2024

Next Review September 2025

Contact Details

For further information about provision for pupils with SEND, please contact the school directly and ask for Miss J Higgs

References

Our policy is based on legal requirements. The framework for SEN Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506)

The Department published the Special Educational Needs Code of Practice for Education and Skills in 2015