



**Ellwood Community Primary
School**

Special Educational Needs Policy

Special Educational Needs Policy

Introduction

Ellwood Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school.

The School has produced a "Whole School Provision Map" that can be found in **Appendix 1 or on the school's website**. The information report found in Appendix 2 sets out additional information with regards to how we identify, teach and assess pupils with SEND in Ellwood School.

Equality of Opportunity

Our school does not discriminate against children on the grounds of race, gender, religious beliefs, sexual orientation or ability. We seek to enable all children have reasonable access to the curriculum and respect the fact that children:

- have different educational and behavioral needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND (Special Education Needs and Disability).
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in close partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

Roles and Responsibilities

1. The Governing Body

The Governing Body, in co-operation with the Headteacher, determines the School's general policy and approach to its provision for pupils with SEND, establishes the appropriate staffing and funding arrangements; and maintains a general oversight of the school's work.

The Governing Body will report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND Governor will liaise regularly with the SENCO and report back to the full Governing Body.

2. The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

The Headteacher and the Governing Body determine how the funding will be allocated to support Special Educational Needs and how it is distributed.

3. The Special Educational Needs Co-ordinator (SENCO)

The SENCO (Mrs Clements), in collaboration with the Headteacher and the Governing Body, play a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities of the SENCO are:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating provision for children with Special Educational Needs and Disabilities.
- Liaising with and advising other teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies including the LA's support and Educational Psychology Services, Health and Social services, and voluntary bodies.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Completing the documentation required by outside agencies.
- Collecting evidence of the effectiveness of interventions.
- Reporting regularly to the Governing Body.

The teaching staff

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND and are actively involved in the review process.

Teachers respond to children's needs by:

- Ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class.
- Providing targets and identifying support for children (not necessarily through a My Plan).
- Providing support for children who need extra help with communication, language and literacy, numeracy or other areas of the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having high expectations and tracking progress carefully.

5. The SEN Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)

TAs and HLTAs work alongside class teachers and the SENCO, in providing support for children with Special Educational Needs and Disabilities across the school. They may be required to liaise with parents, other class teachers and professionals, maintain records of the children they work with, and attend reviews and meetings as requested. They have high expectations of children and help teachers track progress carefully.

6. Parents of Pupils with SEN

In accordance with the new SEN Code of Practice (2014) the school believes that all parents of children with SEND should be treated as equal partners and for the parents to be actively involved in their child's education. The school has positive attitudes to parents, provides user friendly information, strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.

- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENCO as needed, either by telephone or appointment.

Parents are involved in supporting the target setting process for My Plans/My Plan + and EHC Plans (details on these below), their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

Parents may also seek support from the Parent Partnership Service. This is a free service which supports the parents of children with SEND.

7. Pupil Participation

At Ellwood Primary School we adhere to the Code of Practice 2014 and strive to use a "Person - Centred Approach Principle" involving the young person throughout the whole process. Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including being involved in the setting of learning targets and contributing to My Plans, My Plan + and EHC plans. This will be achieved through a variety of different approaches, as appropriate to the age of the child. These include: Pupil interviews and discussions and possibly, self-evaluation.

8. Admissions

Children with Special Educational Needs will be admitted to the school in line with the school's agreed admissions policy. The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs and Disability, as well as identifying and providing for those not previously identified as having SEND. Where a preschool child has been identified as having special education needs and /or a disability (SEND), the SENCO and Reception teacher will liaise with the setting to gather information about the child's needs.

Identification, Assessment, Provision and Review

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation which may include short term support from the class TA in the first instance, with direction from the class teacher.

The school is committed to early identification of Special Educational Needs and Disability and adopts a graduated response to meeting SEND in line with the Code of Practice - 2014. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SEN Coordinator and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SEN Coordinator in order to decide whether additional and/or different provision is necessary.

Provision and Intervention for SEND pupils varies between classes, depending on the needs of the pupils. Intervention is tracked at a whole school level and class level. See **Appendix 1** for current provision throughout the school.

Categories of SEN

We identify different levels of SEND and support: My Plan and My Plan + is one category called "SEN Support". If additional and/or different provision is required for a child they will be placed on a "My Plan". A "My Plan" will be drawn up by the class teacher in consultation with the pupil, parents, carers and sometimes the SENCO, and a decision made based on the evidence available as to whether the child will receive additional individual or group support. The Class Teacher may need to work closely with parents, Higher Level Teaching Assistants (HLTA's) and Teaching Assistants (TA's), to help plan an appropriate programme of intervention and support. The My Plan will be reviewed regularly, at least twice a year, (although sometimes sooner, as circumstances warrant) and the outcomes recorded.

Pupils and parents will be invited to contribute to the target setting and review process. If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at My Plan, then it may be necessary to seek further advice and support from outside professionals. This will mean that the child will be placed at My Plan +. These pupils will then have other professionals involved with them and this will be a "Multi-Agency Approach". The SENCO will also work closely with the class teacher, TA's, parents and other professionals at this stage.

Some children may need a higher level of support and if this is the case they may need to be put forward for an "EHC Plan". For pupils who have an EHC Plan, their targets, progress and the support outlined in their EHC Plan will be reviewed annually and receive support from the Local Authority. Other professionals may contribute to this.

When pupils are due to transfer to another phase, advance planning in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. When a pupil moves 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 Regulations 2000.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN

The school, including the *Governing Body*, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the *Governing Body* report annually to parents upon the quality of education provided for and the achievements of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Headteacher, SENCO and other senior teachers and Subject Leader
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Regular monitoring by the *Governing Body*.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SEND Coordinator and Class Teachers, Subject Leaders, Leadership Team and TAs.
- As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

The current SENCO is Judy Clements supported by Mrs D Milford (Headteacher)

The current SEND Governor is Helen Cornock

The governors comply with the appropriate legislation.

signed:

Date : April 2016

To be reviewed Sept 2017

Ellwood Primary School SEN Information Report

The School's SEND policy can be requested from the school office or it can be found on the school website. The policy sets out guidance on SEN teaching, identification, role of the Governors, the SENCO responsibilities, admissions, monitoring and assessment.

How do we identify SEN pupils within our school? Identification, Assessment, Provision and Review

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEN in line with the new Code of Practice 2014. All children within our school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SEN Coordinator/Inclusion Coordinator, Teaching Assistants, Parents and the Class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SEN Coordinator/Inclusion Coordinator in order to decide whether additional and/or different provision is necessary.

At Ellwood Primary School we categorise SEN at three levels.

The first level is "My Plan". This is where a child has been identified as having a Special Education Need. This need is then met through additional and different provision from within the schools own resources.

The next level is called "My Plan +". This is similar to the first level, however this level indicates that the child, parent and/or school have received outside professional support and/or advice about the child. On occasions other professionals may work with the child, such as an Educational Psychologist or Physiotherapist

The third level is when a child has an "EHC" (Education, Health and Care) plan. The Education, Health and Care (EHC) plan requires the child to be assessed by other professionals and multi-agency working is undertaken. If the child has an EHC plan it will have clear guidance to what funding is needed, the expected outcomes for the

pupil, intervention and timescales to reach these objectives.

Triggers indicating the Need for Intervention at My Plan Level

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not enhanced by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers indicating the Need for Intervention at My Plan + Level

Despite having had an individualised programme and /or concentrated support under My Plan, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at below age expected
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

An EHC plan would be put in place for pupils with significant SEN or disability and for others a EHC plan may be needed if the My Plan and My Plan + was not working effectively.

First Steps our school will take if a SEN is identified:

- Historical information and data will be gathered and looked at
- Baseline assessments and ongoing data will be used
- Observations from class teacher and SENCO (if needed)
- Targets/Interventions will be put in place
- Progress monitored regularly
- Discussion with the Parent/Guardian

How are parents involved in the SEN Process?

We really value input from parents in helping to identify any areas of strengths and areas of concern about a child. Parents are encouraged to talk to us about their worries before the child starts with us, in Parent's Consultation meetings and whenever they feel the need throughout the academic year.

In Parents Consultation meetings parents are encouraged to help set targets and review previous targets with the class teacher. Also the views of the child are gathered. The class teacher is responsible for keeping parents up to date with progress and issues relating to their SEN child. The SENCO will liaise with parents and outside agencies when needed.

How does our school teach and support children with SEN ? The school (Teachers, TA's and the SENCO) respond to SEN children's needs by:

- Ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class, groups and individual pupils needs.
- Adapting the curriculum to meet the needs of the pupil.
- Providing targets and identifying support for children. This may be through an intervention plan, through lesson planning and possibly a : My Plan/My Plan +/EHC plan
- Providing support for children who need extra help with communication (i.e. signing), language and literacy, numeracy or other areas of the curriculum.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely. We follow a detailed and structured Behaviour policy. Some children may need an individual behaviour program
- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having a positive "Can do" approach and boost the pupils confidence and self esteem
- Having high expectations and tracking progress carefully.
- Using TA's and other adults to support learning and move learning forward are used where they will be beneficial. This may be in class support, 1 to 1 and small group work.
- Seeking advice and working with outside agencies and professionals
- Adapting teaching strategies and resources to meet the needs of different learning difficulties, for example: Autistic Spectrum, Hearing Impairments, Visual Impairment and Speech and Language Difficulties.
- Giving children who have an EHC plan the support and resources needed for

them to meet their full potential. They will be involved in the planning process, alongside trained staff, parents and health professionals.

- Identifying where appropriate and relevant children may work in small groups with other children who have similar needs. The additional support is decided upon by the SENCO and class teachers, in consultation with the parents.
- Providing the school is expected to provide from our budget, staff and resources to meet the pupils needs. Where an EHC plan is in place, additional funding may be given. (see county council website for more information).
- Monitoring the progress of the pupils are monitored regularly. Additional provision is monitored weekly, data is collected termly (small term) and evaluated and action plans set as a result. "My Plans/+" are reviewed 3 times a year with pupils and parents. EHC plans are reviewed annually.
- Offering the AFA (Achievement for All) program for some pupils. These maybe children who have additional SEN.

Expertise within our school.

Ellwood Primary School works very hard to ensure our SEND pupils achieve well. We have trained members of staff within our school, who specialise in certain areas. Such as :

- Speech, Language and Communication
- Early reading
- Early phonics
- Maths strengths
- Supporting children with/showing challenging behaviour in school and working in partnership with outside agencies i.e. behaviour support team
- Supporting emotional difficulties, through in school support and liaison with outside agencies such as: Teens in crisis and CYPS.
- Pastoral care - family support worker/pupil mentor
- We have a number of staff who are trained to monitor and/or administer medication such as: inhalers, Epi Pen/diabetes/epilepsy/cerebral palsy

(Please see whole school provision map for more details)

Which other services do we use in our school?

- School Nurse
- Educational Psychologists
- Advisory Teaching Service- physical, cognition and learning, hearing impaired.
- CYPS (previously CAHMS)
- TIC (Teens in Crisis)
- OT (Occupational Health)
- Physiotherapists
- Speech and Language Therapist
- Behaviour support
- Medical advice - school nurse
- Health and Social care team

Health liaison regarding the administration of Medication and Medical needs

The school :

- Can administer medication if needed. Parents are required to complete and sign a school medical form.
- Liaise with medical professionals e.g. GP's, hospital consultants, medical health practitioners
- Provides health packs for each class detailing any medical needs pupils have.
- Displays posters and photographs of children's serious medical details/conditions, where relevant in the staffroom/school kitchen for all staff to be made aware.
- Has an individual protocol for children with significant medical needs
- Implements risk assessments where needed
- Has staff who are trained in first aid and child protection
- Has a Health and Safety policy.

Meeting needs of wheelchair users and support with personal care.

At the present time, we do not have any wheelchair users, however we have staff who are trained in manual handling, if the need arises. We would also ensure that additional staff were trained as and when needed. The school site has wheelchair access.

Access to the wider curriculum: Trips, outings and after school clubs

We include SEND pupils in all aspects of school life. We strive to be as inclusive as possible, when offering after school clubs. SEN children are included in school trips and relevant transport and supervision is put in place.

What can you do if you are unhappy with your SEN Child's progress or provision?

The class teacher is initially the first point of contact. If the problem is not resolved, then the SENCO may be able to help deal with the issues. If you are not satisfied with the outcome, the Head Teacher and Governors are available to listen and respond to your concerns. A copy of the schools complaints policy can be obtained from the school office.

If you require any further information please contact the school.

Signed : D.Milford

May 2016

Appendix 1

Whole School Provision Map - September 2016

Year group	In-class specific differentiation strategies (WAVE 1) whole class	(WAVE 2) Small groups	(WAVE 3) Targeted at individuals
R - OAK	Letters and sounds Regular group teaching - literacy/numeracy/ Individual Reading Guided Reading Fine motor control activities	Specific group teaching- literacy/numeracy/ Speaking and Listening activities Individual phonic support Language groups Motor control activities	Speech and language therapy - individual My plan
Yr 1/2 Chestnut	Regular group teaching literacy/numeracy Letters and sounds Set for guided reading Targeted TA support	Small group teaching literacy/numeracy Project code Individual reading Additional Targeted Phonic groups Targeted TA support Focussed comprehension activities Dancing Bears Rapid Writing	My Plan FSW support
Yr2/3 Beech	Regular group teaching literacy/numeracy Set for guided reading Targeted TA support	Individual reading Additional phonic work Project code Rapid Writing Target support Maths intervention	My plan/+ ATS advice FSW support
Yr 4/5 Sycamore	Targeted group teaching literacy and maths Set guided reading groups Targeted TA support	Individual reading Project code Comprehension work Maths intervention Rapid Writing	Targeted reading My Plan Individual behaviour plan Pastoral support APS involvement FSW support TIC
Yr 5/6 Willow	Regular group teaching literacy/numeracy Set guided reading groups Targeted TA support	Individual reading Targeted support literacy and maths Project code Rapid Writing Spelling intervention Handwriting intervention Booster - SPAG/reading/Maths	My plan / + Individual Behaviour Plan EP advice Daily reading APS/ATS/EP advice Individualised timetable - EHCP Pastoral support FSW support TIC

