

Written by Miss R Patchett



Eastnor Primary School

‘Inspire and Achieve’

Special Educational Needs Policy

Date	Review
January 2019	GB Approved
January 2020	Annual review

What are Special educational Needs?

The definition of Special Educational Needs (SEN) taken from DFE 'Schools Code of Practice 2014' is;

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

Mission Statement.

At Eastnor CE Primary School we offer a broad and balanced curriculum within a rich, stimulating and caring environment, which is inclusive of every child and celebrates individual achievements, where every member is valued and respected. Eastnor School promotes high expectations of the individual and encourages each child to reach their full potential, supporting those who find learning difficult and challenging the most able children, across all aspects of the curriculum and the life of the school. We endeavour to inspire a positive approach to life and learning and engender a sense of belonging through strong relationships between school, home, Church, Eastnor Estate and the wider community.

Aims and Objectives.

The aims of this policy are to provide every child with access to a broad and balanced education including the National Curriculum and in line with the 'Special educational Needs and Disability Code of Practice 2014'.

Our objectives are:

- to meet the individual special educational needs of every child in the school.
- to ensure that the special educational needs of individuals are identified, assessed and provided for as early as possible.

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- to follow a clear system of monitoring – Assess, Plan, Do, Review.
- to include and have clear expectations of all people involved in the process. (Teachers, support staff, outside agencies, parents.)
- to identify the roles and responsibilities of staff providing for children’s Special educational needs.
- to enable children to have full access to all elements of the school curriculum.
- to ensure parents are fully involved with the support process, aware of schools input and clear on how they can support their child’s education.
- to ensure children are involved and have a voice in the process.

Responsibility for the coordination of SEN provision.

The SENCO at Eastnor CE Primary school is **Miss Rachel Patchett** who works closely with the Head teacher, **Mrs Nicola Driscoll**, to ensure and oversee the best provision for children with SEN. Both the SENCO and Head teacher can be contacted via the school office. At Eastnor CE Primary School the SENCO;

- Manages day to day provision for children with SEN.
- Coordinates the provision and manages the responses to children’s special needs.
- Supports and advises colleagues.
- Oversees the records of all children with SEN.
- Arranges meetings and liaises with parents regularly.
- Acts as a link with external agencies and other support agencies.

- Monitors and evaluates SEN provision and reports to the Head teacher and Governing body.
- Liaises with the Head teacher to manage staff and resources to enable appropriate provision for children with SEN.

Identification of Pupils with SEN

Class teachers, supported by the Head teacher, make regular ongoing assessments of progress of all pupils. These assessments identify pupils making less than expected progress given their age and individual circumstances. A child is identified with having SEN if progress is;

- Significantly slower than that of their peers starting from 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.

Having identified a child with possible SEN, we then follow a graduated teaching approach as follows.

- High quality teaching targeted at any areas of weakness, closely monitoring progress to identify their level of learning and possible difficulties. The class teacher will take steps to provide differentiated learning opportunities to meet the child's individual learning needs.
- The SENCO will be consulted and any initial concerns will be discussed, support and advice given.
- Slow progress and low attainment do not necessarily mean that a child has SEN. Children will be carefully monitored and ALL factors taken into consideration before they are recorded as having SEN. Children may be high attainers and have difficulty in other areas. When reviewing and

managing special educational provision, there are four broad areas of need and support. They are;

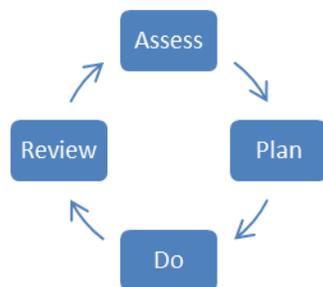
- ❖ Communication and interaction.
- ❖ Cognition and learning.
- ❖ Social, emotional and mental health needs.
- ❖ Sensory and/or physical needs.

Parents are fully informed throughout the whole process, from initial concerns on. In fact, parents are the first point of contact when a child is of concern. They are encouraged to share their knowledge and information of the child as it may be the key to explain any difficulties their child is having.

Regular parents meetings are used to monitor and assess progress being made by children.

SEN support

If a child is identified as having SEN, parents will be formally advised of this and the child will be added to the SEN register. The aim of this is to help school ensure that effective provision is given to help the child achieve to the best of their ability. The support given then follows a four part cycle.



This is an ongoing cycle so provision for the child can be refined, revised or removed as necessary. It enables teachers, the SENCO, the child and parents to consider the most effective interventions in helping the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using a variety of information including teacher assessment, observations, discussion with key staff, parents, outside agencies where relevant and the child.

Plan

Taking into account all the assessment information from teachers, SENCO, outside agencies, parents and the child, we create a plan of intervention called a 'Student Strategy Guide'. This is a clear plan with small objectives for the child to achieve to help them progress in their area of need. The plan involves the child and the parents and identifies the support and intervention the child will receive to achieve their objective. It includes a clear date for review.

Do

The 'Student Strategy Guide' is put into action by the class teacher and with support from the SENCO. The class teacher remains responsible for the child's progress even when they are involved in group or one to one teaching, and works closely with teaching assistants to plan and assess activities and the impact of intervention on the individual child.

Review

Reviews of children's progress are at the end of each half term or at the end of each block of intervention. They assess progress made and the quality of intervention. Parents are involved in the review process three times a year with the class teacher and SENCO. Where appropriate the child is involved in the review process too. The class teacher and SENCO will revise the provision and the objectives on the 'Student Strategy Guide' to implement further support for progress.

Referral for an Education, Health and care Plan

If a child has a lifelong or significant difficulty, or if despite targeted teaching they continue to not make expected progress the

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child may undergo a Statutory Assessment Process, to request an Education, Health and Care Plan. This is usually requested by school, after discussion with parents.

Further information about EHC plans can be found via the SEND local offer, or on the Herefordshire council website – www.herefordshire.gov.uk

Access to the curriculum

ALL children are entitled to a broad and balanced curriculum. At Eastnor CE Primary school the Head teacher and SENCO oversee the school's policy for inclusion and ensure it is implemented effectively throughout the school.

The school is regularly reviewed to ensure it promotes inclusion of all pupils, both inside and outside the classroom.

The school seeks advice, as appropriate regarding individual pupils from external agencies and support services to ensure inclusion and the best education for all children.

Class teachers use a range of strategies to meet children's individual needs. Lessons have clear objectives, differentiated appropriately to help all children be inspired and achieve.

We support children to share the same learning experiences as their peers. Where possible, we do not withdraw children from classes. However, to maximise learning and meet children's individual needs, there are times when children may work outside of the classroom in small groups or on a one to one basis. Small group work may involve children who do not have SEN but may bring strength to the group in a different way.

The Social, Emotional and Mental Health needs of all children are of great importance at Eastnor. Class teachers meet Social, Emotional and Mental needs daily within the classroom both in

everyday situations and in specified teaching such as PSE. Through the assessment process detailed above, some children are identified as having a more specific need in this area. These children take part in small group circle times and games with the SENCO to address the specific need. Again, where appropriate help is sought from outside agencies and support.

Communication and interaction needs are picked up early. Eastnor has strong links with the Social interaction team who are able to advise on how best to help children with these needs. These children also take part in small group and one to one activities to support their needs.

Sensory and/or physical needs are met through staff training in specific conditions. All staff are trained to meet the medical needs of children in the school.

Parent partnership.

The school works closely with parents in support of those children with Special Educational Needs. From Reception, all parents are encouraged by our 'open door' policy, that actively welcomes parents to discuss their child with the class teacher or the Head teacher. We encourage an active partnership through an ongoing dialogue.

For those children with SEN, parent input is valued and regarded very important in formulating a plan to best meet the child's needs. Parents of children with SEN are invited to a 'Progress Meeting' with the Class teacher and SENCO, three times a year. However, if there are concerns by teachers, parents or children in between, then additional meetings are arranged.

Pupil participation.

The child is at the centre of everything we do. Trying to meet their specific needs is the most important factor.

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The SENCO meets with all children that are of concern or are on the SEN register at the beginning of the year to complete a 'Pupil Profile Sheet'. This gives the children the opportunity to celebrate what they are good at and also to discuss what they find difficult and what they think might help them.

Where appropriate throughout the year, the children are encouraged to think about their own progress and are included in their target setting for the 'Student Strategy Guide.'

The Governing Body.

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEN.

The Governing Body is kept informed and does its best to secure the necessary provision for any child identified as having SEN.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with SEN.

The SENCO meets and discusses SEN with the Governor when appropriate. The SEN Governor looks at provision and progress for those children identified with SEN.

The SEN Governor ensures that all Governors are aware of the school's SEN provision, including deployment of funding, equipment and staff.

The SENCO writes and presents an annual report for Governors detailing SEN within the school.

SEN Funding.

All pupils with SEND will be entitled to £6000 of the school budget. Pupils with more complex needs can apply to the Local

Authority for 'Top Up Funding', which is a variable amount calculated on the 'High Needs Matrix'. If funding is agreed, it is the responsibility of the Head teacher, SENCO and Governors as to how the funding is spent.

Staff Training.

We aim to keep all staff up to date with relevant training and developments in teaching practice with regard to pupils with SEN. The SENCO attends regular SEN courses and 'Cluster Group SENCO Meetings' termly.

Staff are trained accordingly to the special needs of children in the school or their class.

All staff attend annual safeguarding training.

Complaints procedure.

Our complaints policy outlines the process for making a complaint. A copy of this is available on the school website or at the school office.

This Special Needs Policy for Eastnor CE Primary School was written based on guidance from the following documents;
Special Educational Needs and Disability Regulations 2014.
Special educational Needs Code of Practice 2014.
Statutory Guidance on Supporting Pupils with Medical Conditions. 2014.
Teacher Standards 2012.

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