

**ELLESMERE  
PRIMARY SCHOOL**



Engage, Persevere, Succeed

**Special Educational Needs Policy 2017-2018**

Review Date: December 2018

## Definition of Special Educational Needs and Disabilities (SEND)

Children are deemed to have SEND if they have learning difficulties that require special or additional educational provision to be made for them.

Children are deemed to have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities that are generally provided for children of the same age within the local education authority.
- are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Children should not be regarded as having a learning difficulty solely if the language of their home is different from the language they will be taught in.

Children should not be regarded as having SEND purely if they are displaying challenging behaviours. It may be that there is a reason behind the behaviours, and it is our responsibility as an education provider to identify what need or difficulty might be.

**Special educational provision** is **additional to**, or otherwise **different from**, the educational provision made generally for children of the same age in schools maintained by the LA, other than special schools in the area.

## Principles

The school's Special Educational Needs Policy is based on the following principles:

- A child with SEND should have their needs met.
- All children, including those with SEND, should be given and equipped with, the tools and skills they need to succeed.
- That all teachers are teachers of children with special needs and have a responsibility to meet those needs; they may seek the advice and support of the SENCo and external professionals where appropriate.
- That all children are entitled to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage, and the National Curriculum through Key Stage 1 and Key Stage 2.
- That pupils with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- The views of the children should be actively sought and taken into account, when considering any provision to support their need or disability.
- Parents have a vital role to play in supporting their child's education, and parents of pupils with SEND are key in providing information on the child as an individual.

## **Aims and Objectives**

The staff and Governors aim to provide a broad and balanced curriculum for all children: that includes setting suitable challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning.

The staff and governors at Ellesmere Primary School are aware of the importance of identifying and providing for those pupils who have SEND, and we aim to identify the need and provide necessary support as quickly as possible. As a school, we believe that early intervention is the most effective way to support and overcome barriers to learning.

The staff will ensure that pupils with SEND join in all areas of school life, together with pupils who do not have SEND.

## **Responsible Persons**

The responsible persons for Special educational Provision at Ellesmere Primary School are:

<b>Headteacher</b>	<b>SENCo</b>	<b>Chair of Governors/ SEND Link Governor</b>	<b>Learning Mentor</b>
Mr Andrew Everett	Mrs Gemma Davies	Mr Simon Knox	Mrs Susan Powell

The SENCo, Mrs Gemma Davies, is currently embarking on the National Qualification in Special Educational Needs.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN, including LAC.
- advising on the graduated approach to providing SEN support advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all pupils with SEN up to date

All teachers are responsible for the education of children with SEND in their classes, and have a responsibility to meet their differing needs. Where a pupil is identified as having a SEN teachers must follow a four part cycle known as the graduated approach. In identifying a child with a SEN the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. Using diagnostic and teacher assessments, individual intervention programs will be implemented to support individual needs.

### **Admission and Inclusion**

The admission arrangements for those pupils with Special Educational Needs and Disabilities (SEND), but without a Statement of SEND/Education Health Care Plan (EHCP), is the same as for all pupils. Pupils who have a Statement of SEND or an EHCP on entry into school, are placed by the LA.

All the teachers at Ellesmere Primary School are committed to identifying and providing for the needs of all pupils in an inclusive learning environment.

### **Access to the Curriculum**

The Early Years Foundation Stage Curriculum and the National Curriculum are made available to all pupils. Where pupils have Special Educational Needs or Disabilities (SEND), a graduated response will be adopted. The school will make full use of classroom and school resources, and where necessary access support for external services. The school operates an Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice (2014). This means that staff are constantly assessing both the child's needs and also the provision in place, to ensure that the provision is effective and the child is making progress.

The school will make provision for pupils with SEND to match the nature of their individual needs. The Class Teacher and SENCo will keep regular records of the pupils' progress, in consultation with parents, including the action taken and the outcomes achieved.

The school implements specific intervention programmes to break down barriers to learning. The nature of groups allows for the individual learning needs of pupils to be addressed in individual, small group or whole class contexts. The curriculum is differentiated to meet the needs of all pupils.

### **Practice**

#### **Assess, Plan, Do, Review**

The school's arrangements for the identification of pupils with Special Educational Needs and Disabilities (SEND), has regard to the procedures in the SEND Code of Practice 2014.

The school offers a differentiated curriculum. A pupil is placed on the SEND Register when they fail to make progress and show signs of difficulty in one or more of the following areas, and interventions/ support has been put in place, but little progress has been made:

- acquiring literacy and/or numeracy skills
- social, mental, emotional health
- sensory or physical problems

- communication or interaction difficulties.

Any time a child is identified as having a SEND in one or more of the above areas, parents are contacted and concerns are raised and discussed. A plan is put in place, and parents kept in regular consultation as to progress made. Parents are expected to support the plan, and provide support where necessary. Support that is additional to, and different from the differentiated curriculum, will be provided through your child's specific plan, and may be delivered through a range of ways. These may include:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Use of specialist equipment / resources
- Alternative teaching strategies
- Use of outside agencies e.g Speech and Language Therapy

Parents will be informed and pupils will be involved in decisions taken throughout this stage.

If a pupil does not make progress despite the school and the agreed home support having been implemented, advice will be sought from the appropriate external support agencies. Targets will be amended accordingly implementing the advice given, and a new time scale and programme of study will be agreed by all parties involved.

If progress is still not achieved despite the implementation of the Assess, Plan, Do, Review cycle, the child may be assessed, bearing in mind the County criteria with a view to initiating a statutory assessment and gaining an Education Health and Care Plan (EHCP). Identification of SEND will be undertaken by all staff, with support from the SENCo.

The progress of children with SEND will be reviewed through formative and summative assessments as outlined in the Code of Practice (including the Assess, Plan, Do, Review cycle). Pupil's progress and attainment are tracked half termly and reported to Senior Leadership Team (SLT) through Pupil Progress meetings. The class teacher is responsible for gathering information regarding the progress of children with SEND, and informing parents, the SENCo and the Headteacher.

Pupil targets will be reviewed at least termly. Additionally, the progress of children with a Statement of Special Educational Needs/ EHCP will be reviewed annually, as required by legislation. The SENCo may provide help and advice but the responsibility for classroom provision and differentiated activities remains with the class teacher.

### **Liaison**

Parents will be informed at every stage and their permission sought before an external agency becomes involved with their child. Targets and/ or personal plans will be discussed and agreed with both the parent and the child.

Liaison with external agencies supplements the support and assessment of the needs of individuals.

Regular liaison is maintained with the following external agencies for pupils on the SEND Register:

- SEN Support Services – Woodlands Outreach
- Behaviour Support Services- Andrea Burden
- Psychological Services- Shropshire Council EP Services
- Social Services
- Speech & Language Therapist
- Occupational Health
- Sensory Inclusion Service, including Visually and Hearing Impaired Services
- Health Service
- Looked after children officer
- Parent Partnership Service

### **Working with Parents**

We will actively seek the involvement of parents in the education of their children. It is recognised, that it is particularly important with pupils who have Special Educational Needs or Disabilities (SEND) that the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about their child's progress. Parents will be encouraged to contribute to setting individual targets and will be expected to attend regular meetings to update and set new targets.

### **Additional information**

For further information, please see the School SEND Information Report, which can be found on the school website.