



Edmondsley Primary School



Special educational needs and disability (SEND) policy

Signed: A Rees

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Review Date: Spring 2022

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Rationale

Edmondsley primary school is committed to providing an education that includes and stimulates all children, regardless of ability. We have pupils with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their potential. We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities. This policy gives details of our approach and action we may take to support the pupils in our care.

What are special educational needs?

A child or young person has SEND 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice 2015 xiii, pg 14-15)

Aims

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that all staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Pupils to gain in confidence and improve their self-esteem.
5. To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs.
6. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
7. To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
8. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
9. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
10. To give every child the entitlement to a sense of achievement.
11. To regularly review the policy and practice in order to achieve best practice.

The local offer





Edmondsley Primary School

In order to enable all parents/carers and young people to have clear, comprehensive, transparent and accessible information about the provisions and opportunities available to meet special educational needs and disabilities, it is a national requirement for schools to publicise a Local Offer. This is an overview of specific, relevant information about special educational needs for each school (as well as other educational organisations). Edmondsley's local offer can be found on the Durham family information services website.

In addition to the local offer, Edmondsley's SEND information report is available on the school website. This report gives a more detailed outline of SEND at Edmondsley and includes access to the SEND policy. This website is updated annually to ensure information is current.

Roles and Responsibilities

SENCO

Jennie Anderson SENCO (special educational needs coordinator) works with the head teacher to oversee the provision for pupils with special educational needs.

The following areas are the responsibility of the SENCO and the management team:

- the daily implementation of the school SEND policy;
- liaising and advising teaching staff and learning support assistants (LSAs) on SEND matters;
- managing and observing learning support assistants;
- coordinating the provision for pupils with SEND;
- applying for funding, EHCP assessments;
- referrals to services;
- overseeing the records of all children with SEND and updating files;
- contributing to the in-service training of staff;
- liaison with parents/carers and outside agencies;
- keeping the SEND register up to date; and
- overseeing the production and evaluation of short notes, support plans and annual reviews of those children with an education health and care plan.

STAFF

All staff are involved in the development of the school's SEND policy and are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs and disabilities. They should carry out these procedures for pupils in their class/groups, under the direction of the SENCO and teaching staff. Teaching staff are responsible for writing and reviewing the support plans for pupils in their class (in consultation with other staff who work with the pupils and the SENCO).

GOVERNING BODY

Andrea Graham is the named governors with responsibility for SEND. It is her responsibility to regularly review how expertise and resources can be used to build the quality of whole school provision, as part of our approach to school improvement. Regular reports are given to the full governing body and include information about monitoring, intervention observations, outcome progress, pupil progress and review of policy into practise.





Edmondsley Primary School



Identification and observation of pupils with SEND

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child transfers from early education provision (EYFS two-year progress check) and we also use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Baseline Assessment, teacher assessment/observation). Other methods used by teachers to identify pupils with SEN are as follows:

- discussion with parent/carer to see if they have noticed anything/have any concerns;
- ongoing teacher assessment and observation;
- progress against the early learning goals in the foundation stage;
- progress against national English and mathematics objectives;
- performance against National Curriculum level descriptors;
- standardised screening or assessment tasks (e.g. Salford reading test, Language Link, Speech Link); and
- results from SATs (end of years 2 and 6).

English as an additional language (EAL)

Identifying and assessing SEND for young children whose first language is not English requires particular care. All aspects of a child's learning and development must be taken into account to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Difficulties related solely to learning English as an additional language are not SEND.

Provision for children with SEN

In accordance with the SEND Code of Practice, the school operates a graduated response to support children identified with SEN. The process of 'assess/plan/do/review' is the format for the graduated approach, which has a child centred approach with a key focus on outcomes. (SEND Code of Practise 2015 6.44-6.56 pg. 100-101)

Quality first teaching

All pupils at school are entitled to be taught at a standard called quality first teaching (QFT). This acknowledges that all children are different and that at times resources and work should be differentiated to ensure that all children are included and can achieve.

If teaching staff are concerned that some children are not making the progress that would be expected or if there appear to be barriers to their learning, the member of staff should bring this to the attention of the SENCO. Discussion will take place to decide whether the pupils' difficulties warrant inclusion on the SEND register or if the child will be monitored for a specified time. Relevant teaching staff (usually the child's class teacher) would then discuss this with parents and the child.

Short note

If it is decided that a child will be monitored for a short period, then a short note will be created in conjunction with the parent and child and any staff that the child works with. This will detail initial concerns about the child's issues and provides an opportunity for parent and child to voice their concerns also. After a short period of time (half term), the short note will be reviewed and a decision will be made based on the outcomes of the plan. If it is felt that





Edmondsley Primary School



further intervention is required then the child will be placed onto the SEND register and a support plan will be put in place.

Support plan

A support plan will be created in conjunction with the parent, child (where appropriate) and the child's class teacher, and will give details of outcomes the child is working towards and support that will be given to help them achieve these. It is important that the views of the parent and child are taken into account during this process. These plans will be reviewed three times a year in autumn, spring and summer with an emphasis placed on outcomes. Examples of the type of support may be as follows, but will depend on the nature of the child's needs:

- differentiation of work in class (and homework);
- some additional small group support with a teacher or learning support assistant;
- additional resources e.g. word banks, number squares, use of commercial schemes such as Nessy/Frostig programme;
- teaching activities to be adapted to the preferred learning style of the child, e.g. a multisensory, practical approach or use of visual cues;
- use of ICT to support learning;
- aids to support communication such as Makaton or picture boards;
- individual behaviour systems/charts;
- adaptation of the Curriculum or classroom; and
- alternative methods of recording e.g. pictures, cut and stick activities, ICT.

The support plan will also suggest ways you can support your child to help them make progress, build their confidence and achieve their outcomes.

If it appears that a child needs a higher level of support, then school staff will discuss this with parents and may suggest seeking further advice and sometimes assessment from an external agency. Advice and or assessment from external agencies can be accessed at any point during the graduated approach as long as parents have been informed.

External agencies

The school has established strong links with a range of external agencies and uses them effectively to support children with SEND. These include:

- educational psychology service;
- speech and language therapy;
- advisory teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia;
- occupational therapy;
- emotional wellbeing & effective learning team;
- behaviour intervention team/early intervention programme;
- educational welfare officers;
- CAMHS (children and adolescent mental health services);
- school doctor/nurse; and
- other medical professionals.





Edmondsley Primary School



Support provided will range from advice on how best to support the child in class, resources that would help the child better access the curriculum or providing external support staff with specific skills in a particular area (see 'AREAS OF NEED AND SUPPORT' below). The agency involved would depend upon the area of concern and teaching staff would discuss this with the SENCO and parents before any action is taken.

Funding for SEND support

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND and disabilities. Most of these resources are determined by an allocation based on a national funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. The local authority will provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. Costed provision maps will need to be produced by the school in order to apply for top-up funding.

Education health and care plans

If a child has profound learning difficulties and their needs are not being met through the support plan then an application for an education health and care plan (EHCP) will be initiated. For pupils who have a significant and/or complex level of need, as assessed by school staff and an educational psychologist, we would speak to parents to ask them for consent to initiate a statutory assessment (this only applies to a very small number of pupils, approximately 2%). The school would then submit evidence to a SEND panel showing the complex and/or significant level of the pupil. If the SEND panel agrees that the evidence presented shows that a pupil needs the support of an education health and care plan to make progress then a statutory assessment will be started. This is a detailed assessment of your child's needs and a range of professionals (including medical staff, school staff, other agencies involved such as speech therapists, etc.) will work with your child and write reports that will then be presented to a SEND Panel. You will also be asked to send some written information about your child. As a school, we recognise how complicated the process of statutory assessment can seem and always offer parents extra support from the SENCO to help them with this. Special educational needs and disabilities information advice and support service (SENDIASS) is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years). They can support parents through this process alongside school.

If the SEN panel agree that the evidence submitted shows that the pupil has needs that require an education health and care plan (EHCP) then this will be issued. This plan will provide additional funding in order to meet the child's needs. A child with an EHCP will often need a highly individualised curriculum and there are new guidelines in place, which mean funding can be either directly accessed by parents or by the school or both. Discussions will take place to decide on the best way in which to support the child. (For more information on funding for EHCP please refer to the SEND Code of Practice 9.94 – 9.124, pg.178-184.

A statutory annual review meeting (SAR) will be held once a year to discuss the progress of a child who has an EHCP and make any necessary amendments, for example, provision made for them at school, funding alterations or changes to the detail of EHCP itself. The child,





Edmondsley Primary School



parents and other agencies who work with the child will be invited to take part in this yearly meeting. We conduct annual review meetings using a 'person centred' approach.

For some children who have an EHCP, it may be more appropriate for them to be educated in a more specialist setting, rather than a mainstream school. However, this is very rare and would only occur after considerable consultation and discussion with parents, the child and external specialists.

Areas of need and support

Special education provision should be matched to the child's identified SEND. Children's SEND are generally organised into four broad areas of need and support. (For a more detailed explanation of these areas, please refer to the SEND Code of Practise 2015 6.28, pg. 97-98). The four areas are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health; and
- sensory and/or physical needs.

These areas give an overview of the range of needs that children may have. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children with an autism spectrum condition may have needs across all areas. The special educational provision will be based on an understanding of their particular strengths and needs and seek to address them all, using well-evidenced interventions targeted at areas of difficulty and where necessary specialist equipment or software. This will help to overcome barriers to learning and participation. Support will be family centred and will consider the individual family's needs and the best ways to support them.

Pupil Profiles

Occasionally, children at Edmondsley will be taught by other adults who they are not wholly familiar with. In order to ensure a smooth transition and to minimise disruption to children's learning and their wellbeing in some instances, all pupils who have additional needs will be given a 'pupil profile'. This will be an A5 laminated 'passport' with a photograph of the child and a simple list of what strategies work for them and what things to avoid. These profiles are shared with supporting adults and any supply teachers upon arrival in school. They are updated annually in conjunction with the pupil, parent (where relevant) and teacher to incorporate new likes/dislikes and identify what provision is most successful.

Monitoring and assessment

Pupils with SEND are monitored using the same assessment procedures used for other pupils in school, although at times these are adapted to make them more accessible/appropriate. Monitoring or progress towards targets is carried out by teachers and support staff. Additional assessments are sometimes used to check progress made such as reading/spelling scores, dyslexia/dyspraxia screenings.





Edmondsley Primary School



For some children with SEND, it may be appropriate for them to have special arrangements to help them access their year 6 SATs. This may take the form of extra time, having an adult read the mathematics and science papers to them, an adult to act as a scribe or using ICT. This is something that the year 6 teacher or SENCO will discuss with you, if appropriate. Although some pupils with SEND may not achieve targets that are in line with national expectations or with the majority of the peers in their year group, it is still important that we have high expectations for their achievement and monitor them to make sure they are making good progress at their level.

What is good progress?

This may include the following:

- achievement of outcomes of SEN support plans;
- improvement in self-esteem/confidence;
- increased independence when approaching tasks;
- improvement with social skills or behaviour;
- progress which matches or betters previous rates of progress;
- progress similar to peers working from similar starting points;
- closing the attainment gap (the gap between children with SEND and without SEND); and
- preventing the attainment gap from getting wider.

Transition

We have a strong partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This takes the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools.

Throughout the final year at primary school, a transition worker visits the children regularly and works alongside them on several projects.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate, secondary school colleagues will attend annual reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the local authority.

This ensures parents/carers can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

Transition from each Year Group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation.

New starters for reception and nursery children are provided with the following opportunities:

- a personal individual tour of our school by a senior member of staff providing an opportunity to verbally share any information you wish to;
- a school information pack which gives further details of our school;
- parent/carer 'Meet and Greet' held by head teacher, class teachers and classroom assistants; and
- children's visits to reception and nursery class in the summer term.





Edmondsley Primary School



Parents as partners

As a school, we recognise the impact a strong relationship between school and home can have on children's progress. This can be especially important for children who have SEND. We keep parents informed of any difficulties their children are having and support they are receiving at school. Parents are invited to termly review meetings if their child is on the SEND register. Parents are able to talk to their child's teacher at termly parents' evenings. Parents are also aware of our 'open-door' policy and know they are welcome to come into school at any time to discuss any concerns they may have. Parents of children who have special educational needs are invited to termly coffee mornings (where possible) to network and develop relationships. We endeavour to have speakers and information about local services that can be accessed. Annual questionnaires are handed out in spring term for parents to offer feedback.

Personal intimate care plan (PICP)

Some children may require intimate care as part of their special educational needs and/or disability. The management of all children with intimate care needs will be carefully executed, and an individual care plan will be created in conjunction with the parents and child where relevant. The child who requires intimate care will be treated with respect at all times; the child's welfare and dignity is of paramount importance. Please refer to the personal intimate care plan policy for more detailed information.

Wellbeing

At Edmondsley, we are committed to ensuring that children have a high level of support for their wellbeing. The thoughts and feelings of the children in our school are of paramount importance to us. We take the time and opportunity to listen to children and parents about any additional support that they may need. When it is felt that additional support or intervention is necessary to support a child's social or emotional development then we can offer:

- a school with caring and dedicated staff;
- a curriculum and school ethos that has children's social and emotional well-being at the heart of it;
- the use of the school promise rewards to develop children's resilience and independence;
- members of staff trained in 'connecting with children' and timetabled sessions for support;
- members of staff trained to deliver 'Relax Kids' therapeutic intervention;
- getting along/ friendship interventions;
- access to Emotional Wellbeing team for children with high levels of need;
- close liaison with external services where referrals for specialist advice can be made;
- the opportunity for children to select a member of staff as a key person to go to as and when necessary;
- the option to speak to their peers about their own special educational need to foster an ethos of acceptance and understanding;
- assembly themes that focus on social and emotional well-being of all, including visiting speakers and production companies to cover themes such as anti-bullying;
- participating in national events such as anti – bullying week and follow up activities to ensure that we have an anti-bullying culture in school; and





Edmondsley Primary School



- o a behaviour system which embraces a restorative approach and a reward system that encourages children to be kind, caring and considerate to others.

Community of learning (CoL)

The school is actively involved with the community of learning known as the 'CoL'. The head teacher regularly attends CoL meetings held half-termly and is a member of the decision making group. She then feeds back information to other school staff.

Staff training

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEND issues through a comprehensive system of staff training. Staff training needs are included in the school's development plan. Some training is carried out within school during staff meetings and professional development days and other training is external. The school also accesses training provided by the community of learning.

Evaluation of the success of the school's SEND policy

The school's SEND policy is an important document for the school and should be reviewed and developed on an annual basis. Criteria for success include:

- good self-worth of each pupil in the school, including those with special educational needs;
- the system for identifying and assessing pupils is effective;
- accurate records of children with special educational needs with register being updated for census each term;
- outcomes in support plans and EHC plans are being met;
- outcomes promote success, are motivating, challenging, interesting and relevant to pupils' needs;
- all staff have a good knowledge and understanding of the stage procedures and appropriate action at each stage;
- parental satisfaction with the provision made by the school for their child;
- positive feedback from annual questionnaires (parent and pupil); and
- pupils making progress commensurate with their ability.

Complaints procedures

Any complaints about the school's special educational needs and disability provision will be dealt with by the head teacher primarily. The head teacher will then involve and consult all parties involved, including teacher, teaching assistant, SENCO and child (where appropriate) in order to come to a resolution. The local authority complaints procedure will be followed. If this does not lead to a resolution, the SEND tribunal is available to parents. Details of this can be found on Durham family information services website.

REFERENCES

Department for Education (2015). *Special educational needs and disability code of practice: 0 to 25 years*. Department for Education.

