



## Special Educational Needs and Disability Policy

Chair of Governors	Heather Aspbury
Head Teacher	Sam Mitchell
Policy written by	Clare Hextall SENCo
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Committee Responsible	Curriculum Committee



## Introduction

At Egerton School we believe in nurturing children to achieve their full potential. We believe that children who are happy, positive and confident will have the best opportunity to find their special talents. We help children learn kindness, respect and understanding in school and beyond. Our aim is to prepare children as future citizens and lifelong learners.

It is the right of every child to receive a curriculum which meets their needs. At Egerton School, it is a shared expectation that all children should be offered inclusive teaching which enables them to make the best possible progress and feel that they are valued members of the wider school community. We are fully committed, in partnership with parents and outside agencies, to ensuring that every child receives the support they need to do well. Provision for children with SEND (Special Educational Needs and Disability), in line with our school mission statement, is designed to promote children in working towards becoming happy, independent and resilient learners.

This policy complies with the statutory requirements in the *Special Educational Needs & Disability (SEND) Code of Practice 0 - 25 (2014)* and should be read in conjunction with the following guidance, information and policies:

- SEND Code of Practice 0 – 25 (July 2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)



- The Safeguarding Policy
- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website
- Teachers' Standards 2012

## **Contacts**

The Special Needs Coordinator (SENCo) at Egerton CP School is Miss Clare Hextall, who is also a member of the Senior Leadership Team. If you need to contact her, please phone the school or email [hextallc@egerton.bolton.sch.uk](mailto:hextallc@egerton.bolton.sch.uk).

## **Long Term Aims of this Policy**

- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To work within the guidance laid down in the SEND Code of Practice 2014.
- To operate a whole school approach to the management and provision of support for pupils with special educational needs and disability.
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide support and advice for all staff working with SEND pupils.

## **TYPES OF SEN**

SEN is divided into 4 types:

### **Communication and Interaction**

This includes children with speech and language disorders or delay, hearing impairments, and those who demonstrate traits within the autistic spectrum.

### **Cognition and Learning**



This includes children who demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### **Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, depressed, hyperactive or lack concentration.

### **Sensory and/or Physical Needs**

This includes children with sensory, multisensory and physical difficulties.

*Behavioural difficulties, low attainment, slow progress and difficulties related solely to limitations in English do not necessarily mean that a child has special educational needs and should not automatically lead to being registered as having SEN.*

## **DISABILITY**

Many children and young people who have SEN may have a disability under the Equality Act 2010, as defined as '*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*'. This definition provides a relatively low threshold and includes more children than many realise. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children with disabilities and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.

As a school we observe two key duties:



1. We must not directly or indirectly discriminate against disabled children.
2. We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

The school's Equality Policy and the Accessibility Plan can be found on the school website.

### **IDENTIFICATION, ASSESSMENT AND REVIEW**

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where concern is expressed that a pupil may have a special educational need, the class teacher will take early action to assess and address the difficulties. High quality teaching,



differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. To ensure this, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Children are identified as having SEN if they do not make expected progress through effective teaching which includes and supports all children.

### **A Graduated Approach to SEN Support**

Through meetings with the SENCo and pupil progress meetings with the Head Teacher and Deputy Head, children are highlighted who are not making expected progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This is then reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to SEN support.

When a pupil is identified as having SEN, the school takes action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress. This is known as the graduated approach. It follows the steps outlined below, drawing on more specialist expertise in successive cycles in order to secure good outcomes for children.

<b>Assess</b>
<p>In identifying a child as needing SEN support, the class teacher, working with the SENCO, carries out a clear analysis of the pupil’s needs. This draws on the teacher’s assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These are recorded and compared to our own information on how the pupil is developing.</p> <p>In some cases, outside professionals from health or social services may already be involved with the child. In such cases, these professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCO will contact them (with parents’ permission).</p>
<b>Plan</b>
<p>Individual Provision Maps are used to record additional provision for pupils on the SEND register. When it is decided to provide a pupil with SEN support, the parents are formally notified. The teacher and the SENCO then agree, in consultation with the parent and the pupil (where appropriate), the interventions and support to be put in place, as well as the expected impact on progress or behaviour, along with a date for review. This is recorded on an Individual Provision Map. The support and intervention provided is designed to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. It includes parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.</p>
<b>Do</b>

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. Teachers work closely with any teaching assistants or specialist staff to plan and assess the impact of support. The SENCO supports the class teacher by arranging further assessment of the child’s particular strengths and weaknesses, and by advising on the effective implementation of support.

**Review**

Reviews of pupils with Individual Provision Maps take place every term. During these, the SENCo meets with staff to discuss the effectiveness of support and interventions and their impact on pupils’ progress. The impact and quality of individual provision is evaluated, along with the views of the pupil. Following this, the class teacher, working closely with the SENCO, revises provision in light of the pupil’s progress and development. Finally, the SENCo meets with parents and carers to discuss progress made and agree new targets.

*Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan every twelve months in addition to these meetings.*

The table below shows how we plan and support children with SEND at Egerton Primary School.

1st stage	2nd stage	3rd stage	4th stage
<b>Concerns</b>	<b>SEN support</b>		<b>EHC plan</b>



<p>When teachers have concerns that a child isn't making expected progress, interventions and support are planned to address their needs. These are recorded on teacher's timetables and whole school provision maps.</p>	<p>When children have received additional support but the impact has been limited, they will move to this stage. An Individual Provision Map will be written in consultation with the SENCo, class teacher and parents, which clearly outlines the support they will receive.</p>	<p>If a child has more complex needs we enlist the advice and support of outside agencies and begin to gather evidence which will be used when requesting an assessment for an Education, Health and Care Plan.</p>	<p>Children with ongoing, significant and/or complex needs may be entitled to receive a higher level of support through an EHC plan.</p>
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**There are three levels of funding for pupils with SEND:**

<p><b>Element 1</b> Core Educational Funding</p>	<p>Universal level funding is provided on a per-learner basis for all those attending school. Good quality universal provision will reduce the need for deployment of more expensive resources.</p>
<p><b>Element 2</b> Schools Block Funding</p>	<p>Mainstream schools are expected to contribute the first £6,000 of additional educational provision for learners with SEN from their notional SEN budget.</p>



<b>Element 3</b> High Needs Top Up	Specialist/personalised top-up funding is provided by the LA to meet the needs of individual children with EHC plans.

## **ROLES AND RESPONSIBILITIES**

Meeting children’s special educational needs is the shared responsibility of the LEA, governors, parents, teachers and support staff. It is the statutory duty of the governing body to make provision for all children with SEND.

### **Governors must:**

- Ensure a member of staff is designated SEND co-ordinator.
- Ensure the necessary provision is made for pupils with SEND.
- Ensure that pupils with SEND have full access in all areas of school life.
- Ensure that a summary of the SEND policy is included on the school website.
- Have regard to the Children and families act 2014 and the SEND code of practice 0 -25.

The SEND Governor is Mrs Heather Aspbury.

### **The Headteacher:**

- Manages all aspects of the school’s work, including provision for pupils with special educational needs and disability.
- Deploys all special educational needs personnel within the school.



- Reports to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.
- Has a legal responsibility to inform parents if a child is identified as having learning difficulties.
- Decides how resources are allocated to and amongst children with SEND.

**The SENCo is responsible for:**

- The day to day operation of the policy.
- Liaising with and advising fellow teachers.
- Liaising with parents/carers of children with SEND.
- Liaising with external agencies, including the Educational Psychological Service, Ladywood Outreach Service, Behaviour Support and Speech and Language Service.
- Maintaining the school's SEND register.
- Coordinating provision for children with SEND.
- Identifying and contributing to the in-service training of staff.
- Facilitating a positive working partnership between parents, teachers, support staff and outside agencies, in order to meet the special educational needs of each pupil.

**The Class Teacher will:**

- Plan a broad, balanced and inclusive curriculum.
- Identify a child's SEN using the agreed criteria.
- Inform the Headteacher and the SENCO of any child with SEN.
- Assess individual needs and plan appropriate adjustments, interventions and support.



- Regularly review the impact of these adjustments, interventions and support.
- Retain responsibility for the child, including working with the child on a daily basis.
- Employ learning strategies in the classroom which will cater for individual needs.
- Plan and write Individual Provision Maps, with the help of the SENCO, to enable each child to access the curriculum and make good or better progress.
- Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEND to experience success.
- Liaise with parents at regular intervals.
- Liaise with support staff who are working with children with SEND.
- Make themselves aware of the school's SEND policy and procedures for monitoring and supporting pupils with SEND.
- Participate in Child Action and review meetings.

**Support staff will:**

- Work alongside Class Teachers to implement provision for individual children under the direction of the teacher.
- Prepare appropriate materials and resources.
- Feedback information to staff and keep records as directed by the teacher.
- Contribute their knowledge of the child and their progress to enable future provision to be made.
- Work as part of a team with the SENCo and teachers to support pupils' individual needs.
- Play an important role in implementing Individual Provision Maps and monitoring progress.



- Undertake any necessary training.

## **Parents**

The school aims to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

### **Partnership with parents is encouraged by:**

- Acting upon parental concerns.
- Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.
- Having regular formal and informal discussions between parents and staff.
- Providing activities for parents to work with their children at home when appropriate.

## **Specialist Support**

When a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will access specialist support from outside agencies. The pupil's parents will always be involved in this decision. The involvement of outside agencies is recorded and shared with parents in termly meetings.

## **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, he or she has not made expected



progress, the school will consider requesting an Education, Health and Care needs assessment. Again, parents will always be involved in this decision.

### **Dealing with Complaints**

Complaints about SEND provision should be made in the first instance to the Class Teacher, who will inform the SENCo. After discussion with the SENCo, if parents remain dissatisfied they should speak or write to the Headteacher. Following this, if they are still worried or dissatisfied they should put their complaint in writing to the governor with responsibility for SEND.

### **Review**

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- meetings of parents and staff, both formal and informal.

This policy needs to be reviewed November 2016 and annually thereafter.