Egerton CP School

Special Educational Needs and Disability Policy

Document Control

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Introduction

At Egerton, we believe that everyone is a learner. We know that to be successful pupils need to experience positive outcomes in both their learning and well-being. This means that as school leaders, we must have a deep understanding of how learning works. This ensures that curriculum design, the imparting of knowledge and practising of skills enables all children to access the full curriculum from Early Years Foundation Stage to Year Six where they can learn and progress effectively. Our enthusiasm for research, evidence and working with specialist agencies allows us to make better decisions that focus time and resources on the most effective methods for promoting pupil learning.



Intent

At Egerton, we are ambitious for all children to **Learn** personal, social and academic skills and knowledge, **Achieve** their potential in all aspects of their lives and **Aspire** to bright futures both in careers and relationships in the modern world we live in.

When children secure a place at our school, we firmly believe that they belong at Egerton, and in belonging here, every child is given the opportunity to succeed.

The teaching of an ambitious curriculum is at the heart of all we do in order to foster a deep love of learning for **all** pupils. ***Learning involves a lasting change in pupils' capabilities or understanding. The word 'involves' is used because we recognise that learning is a very complex process. We know that learning occurs in a variety of ways, and we understand that pupils have only learnt something if they have integrated it into their long term memory thus resulting in a change of capability and understanding which couldn't previously be demonstrated.***

Definition of SEND

We understand that all children have different:

- Cognition and Learning needs
- Sensory and Physical needs
- Communication and Interaction needs
- Social, Emotional and Mental Health needs

The Code of Practice suggests that a child has special educational needs if:

- They do not make adequate progress once they have accessed all the intervention / adjustments made and good quality personalised teaching. This may mean they are experiencing a significantly greater difficulty in learning than the majority of their peers.
- They have a specific learning difficulty, resulting in a greater difficulty of learning literacy or numeracy
- They have a disability which prevents, or hinders the child from making use of all educational facilities. Those facilities which are provided for children of the same age in school.

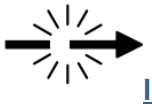
In addition, we understand that children may need additional support at any time during their school career. We strive to ensure that all our pupils receive an education which

supports and inspires them to achieve their potential, thus preparing them for secondary school and beyond.

Policy Objectives

Through successful implementation of this policy, we aim to:

- identify and provide for all our pupils working to the guidelines set out in the Code of Practice 2015
- provide fully inclusive learning environments where all children can access the full breadth of the curriculum
- ensure that all staff are equipped to deliver 'quality first teaching' which meets all pupils' needs
- identify support needed to meet children's SEND as early as possible using Bolton's Framework for Action Document https://www.boltonsafeguardingchildren.org.uk/downloads/file/36/framework-for-action-threshold-document
- Use, monitor and evaluate SEND resources effectively
- Assess and keep records of the progress of our pupils.
- work in close partnership with families to ensure that they are kept fully informed of their child's progress
- ensure that all children are involved in the wider life of school
- work closely with external support agencies to meet the needs of individual pupils
- ensure that the child understands what their next steps are and what they need to do to build their independence
- ensure that the school provides regular training for all staff, including the SENDco
- provide support and advice for all staff



Implementation

Role and Responsibilities



SENDCo– Dani Rogers

Responsible for

- Co-ordinating Special Educational Needs and Disability provision
- The day-to-day operation of the school's SEND policy
- Reviewing and updating the SEND policy
- Promoting quality first teaching to all pupils
- Advising teachers on adapted teaching strategies so all pupils, including those with SEND, can access planned learning objectives
- Working closely with the Head teacher and the SLT, the teaching and support staff in co-ordinating provision for children with SEND
- Maintaining the school's SEND list
- Monitoring the progress and attainment of SEND children
- Overseeing the records kept by class teachers on all pupils with special educational needs, which form part of the pupil's Provision Plans.
- Informing, supporting and working with the parents of children with SEND

- Using the Bolton Framework for Action to identify the level of support a pupil /family requires
- Acting as Lead Professional on Early Helps when directly related to an SEND
- Planning the professional development of school staff in relation SEND
- Contributing to the training of staff and governors
- Regular monitoring with SEN governor
- Managing and monitoring pupils access to Intervention Programmes
- Liaising with all external agencies involved in supporting our children with SEND
- Keeping up to date with LA and Government developments regarding SEND provision and ensuring school policy and practice adheres to the Code of Practice
- Making referrals for children to access outside agency support
- Organising and delivering annual review meetings for children with Educational Health and Care Plans.



SEND Governor– Romina Westwell

Responsible for

- Taking an active interest in data related to the SEND register
- making every effort to see that the necessary arrangements are made for pupils with SEN.
- asking questions and liaising with Special Educational Needs Co -ordinator (SENCO) about the current policy and practice in SEN
- monitoring the progress and effectiveness of the policy on SEN
- monitoring the outcomes for pupils with SEND
- monitoring the deployment of resources allocated to SEN
- monitoring the effectiveness of communicating with parents



Class teachers

Responsible for

- Quality first teaching for every child
- Identifying that a pupil has special educational needs
- Planning what each pupil should learn and adapting teaching to ensure all children's needs are met
- Teaching pupils at all levels of response as outlined in the draft code of practice
- Planning for, deploying and supervising the work of any teaching assistants involved in the children's learning
- Assessing and recording progression in learning
- Regularly informing the SENDCo about progress of children with SEND
- Updating provision plans half termly for children on the SEND register using the graduated response



Teaching assistants

Responsible for:

- Supporting all pupils, including those with SEND, in accessing the curriculum during learning activities, as directed by the class teacher and/or SENDco
- Assist in preparing the learning environment so it is fully inclusive

- Observe and report on pupil performance, communicating information to the class teacher
- Contribute to the overall wellbeing of SEND pupils, promoting their social and emotional development



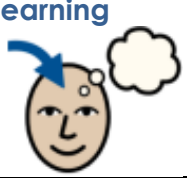
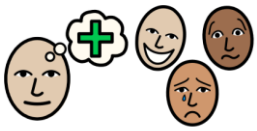
The Head Teacher (Sam Mitchell)

responsible for:

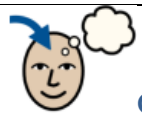
- Designated Child Protection Officer
- The overall implementation of the SEND policy
- Overall responsibility for the assessment and provision for pupils with SEND
- Working in close co-operation with the SENDCO.
- Managing the funds allocated for SEND, Pupil Premium and CLA funding
- Keeping the governors fully informed of the schools provision for SEND
- Identifying CPD needs (through staff appraisal) and planning for staff training, with regard to supporting children with SEND

Categories of Special Educational Needs and Disabilities

Special educational needs fall into one or more of the following areas of need:

Communication and interaction 	This includes children with speech and language disorders or delay, 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, emotional and mental health 	This includes attention deficit hyperactivity disorder (ADHD), depression, attachment disorder, anxiety disorder, eating disorders and self-injury.
Sensory and/or physical needs 	This includes children with hearing or vision impairments, multisensory needs, medical needs or physical disabilities.

Categorisation of need



Cognition and Learning

Specific learning difficulties (SpLD)	Dyslexia, dyscalculia or dyspraxia – children do not need to have a formal diagnosis to be identified as having a specific learning difficulty.
Moderate learning difficulties (MLD)	Generalised learning difficulties across all curriculum areas despite appropriate intervention including difficulties in adaptive functioning such as communication, social skills, independence and self-care etc.
Severe learning difficulties (SLD)	Significant learning difficulties resulting in pupils being expected to be assessed using the Engagement Model for most of their education i.e. to the end of Y11.
Profound and multiple learning difficulties (PMLD)	In addition to very severe learning difficulties, pupils will have other significant difficulties, including physical difficulties, sensory impairment(s) and/or severe medical difficulties. Pupils with PMLD are likely to need sensory stimulation and a curriculum broken down into very small steps. Pupils are highly likely to be assessed using the Engagement Model throughout their school life i.e. to the end of Y11.



Communication and Interaction

Speech, Language and Communication Needs (SLCN)	Recognised speech and language difficulties that significantly impact on a child's ability to understand what is said to them, communicate with others or speak clearly.
Autism Spectrum Disorder (ASD)	Children with a diagnosis of Autism who demonstrate significant difficulties in the areas of; social communication, social interaction and restricted and repetitive patterns of behaviour/interests.



Social, Emotional and Mental Health

Those with a recognised underlying mental health difficulty such as anxiety, depression, self-harm, substance misuse, eating disorder or other physical symptoms that are medically unexplained and those with other recognised difficulties that impact on a child's social and emotional presentation such as ADD, ADHD or attachment disorder. Some children presenting with social and emotional difficulties will be disaffected rather than have SEND.



Sensory / Physical Needs	
Visual Impairment (VI)	Those recognised as having a severe sight impairment or a sight impairment
Hearing Impairment (HI_	Those recognised with a profound, severe or moderate hearing loss.
Multi-Sensory Impairment (MSI)	Those with significant hearing and visual impairments.

Physical Difficulty (PD)	Those with additional physical needs that result in them requiring ongoing support to physically access the opportunities available to their peers.



Identification of Special Educational Needs

At Egerton School, class teachers and the Senior Leadership Team regularly assess and monitor the progress of all pupils. This helps us to identify pupils making less than expected progress given their age and individual circumstances. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. As stated in the SEND (Special Educational Needs and Disability) Code of Practice, progress which would trigger a concern is defined as 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



Early Identification

All teachers are responsible for identifying pupils with special educational needs and disabilities (SEND). In collaboration with the Special Educational Needs and Disability Coordinator (SENDCo), they will ensure that those pupils requiring additional support are identified at an early stage.

We adopt the following procedures for identification and assessment:

- Analysis of data, including initial assessment, termly progress tracking and end-of-year assessments
- Observation and assessment by the teacher and SENDCo
- Parental concern
- Tracking individual pupil progress over time
- Pupil progress towards meeting the Early Learning Goals at the end of Reception
- Pupil progress in relation to the National Curriculum expectations
- Liaison with previous setting
- Information from other services
- Further diagnostic screening from assessment tools.
- Pupil Progress Meetings
- Informal observations

The SENCO maintains a record of pupils identified as not making expected progress and monitors them regularly.

For some pupils, a more in-depth individual assessment or observation may be undertaken by the SENDCo in order to identify any barriers to learning.

Expert opinion will be sought from external agencies when children are having significant difficulties in learning or managing the social or physical aspects of school life.

See appendix A, which outlines the pathway to SEND identification in more detail.



Ensuring Pupil Involvement

We recognise that pupils have the right to voice their opinions and needs in line with the SEND Code of Practice. We endeavour to fully involve pupils wherever possible by:

- Regularly asking them about their aspirations for the future and how they can reach their goals
- Helping them understand their strengths and difficulties
- Asking them to reflect on the provision made for them and their views on how it could be more successful
- Encouraging their contribution to reviews
- Ensuring that pupil perceptions of their support are included in monitoring and evaluation procedures



Partnership with Parents

At Egerton School, we are fully committed to meaningful and productive partnerships with parents and carers of children with special educational needs, involving them in all decisions and providing the information and support necessary to enable participation in those decisions. We believe that working together in this way enables children with SEND to achieve their potential.

We aim to:

- Make parents feel welcome, actively listening to their concerns, wishes and aspirations for their child, thereby building effective partnerships
- Give parents and carers opportunities to play an active role in their child's education
- Focus and build on the child's strengths as well as areas of additional need
- Provide all information in an accessible way
- Meet every term to discuss progress, attainment and any concerns
- Provide support during SEN assessments and any related decision-making process about provision
- Make parents and carers aware of services they can access as part of Bolton's Local Offer

Parents are invited to meet with the SENDCo at least three times a year in order to:

- Review the outcomes of support and set new targets
- Discuss the provision which will help their child make progress
- Share views about what is working well, what may need to change and possible next steps



Links with External Agencies

At Egerton, we recognise the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. The SENDCo works closely with external agencies to ensure that the needs of children are fully understood and met.

These include:

- Ladywood Outreach Service
- Educational Psychologist
- Speech and Language Therapist
- Hearing Impairment Services
- Visual Impairment Services
- School Nurse
- Occupational Therapist
- Behaviour Support
- CAMHS (Child and Adolescent Mental Health Service)
- Parent Partnership Service
- Paediatric Learning Disability Service

Stage One - Quality First Teaching (Wave One and Two)

The first step in responding to all pupils' needs is 'quality first teaching'. Class teachers are responsible for the progress and development of *every* pupil in their class, including pupils with an EHCP. They anticipate the needs of all students and motivate them to succeed by making learning accessible and engaging. This is achieved by using a range of pedagogical approaches. Key to this is the development of positive relationships and a robust understanding of how each pupil learns best.

As a result of inclusive quality first teaching, children with SEND will:

- Become increasingly independent and resilient over time
- Be engaged and motivated to learn
- Develop skills, knowledge and understanding across a range of subjects, as well as important life skills
- Recognise the value of their wider qualities, such as being kind and positive

Quality First Teaching Includes:

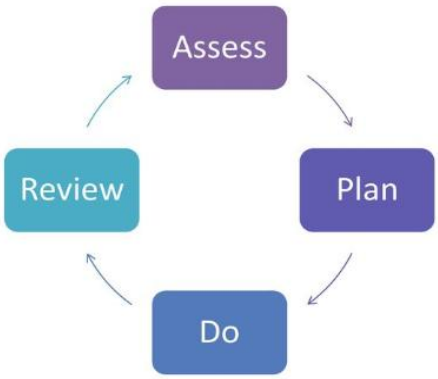
- Putting consistent routines into place
- Ongoing assessment to inform individual targets and responsive teaching
- Immediate feedback and timely interventions
- Practical and multi-sensory activities
- The use of resources matched to individual need e.g. coloured overlays, coloured paper, pencil grips, dual coded visuals
- Simplified language and explanation of new vocabulary supported by visuals
- Promotion of effective social communication skills
- Explicit modelling of skills
- Prompts and scaffolds

Stage Two - A Graduated Approach to SEND Support and involvement of outside agencies (Wave Two and Three)

Where it is identified by school and parents that a pupil has a SEND, the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

The Code of Practice advocates a graduated response to meeting pupils' needs. In line with this, SEND support at Egerton takes the form of a four-part cycle through which earlier decisions and actions are built upon with a growing understanding of the pupil's needs. This is a four-part process known as 'the graduated approach'.

There are 2 'waves' of the graduated approach process in some areas. Where this is the case it is expected that wave 2 will build on quality first teaching and wave 3 will build on wave 2, becoming increasingly specific and detailed. As such, where a setting are working at wave 3 of the cognition and learning assess-plan-do-review process it is assumed that the quality first teaching and wave 2 approaches will continue to be in place, with wave 3 approaches building on these foundations.



This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the needs of individual children.



Assess

This stage involves analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with age-related expectations, and the views and experience of parents. Advice from external support services will be sought if appropriate and with the agreement of the parents. One Page Profiles are used to collate information that is gained during this stage, such as the learning style of the child, identified barriers to learning and the strategies that have worked well so far.



Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required. This plan with be recorded in the form of an Individual Provision Map. The targets set out on this document will be shared with parents, and

the progress made by the pupil will be reviewed by the SENDCo and shared with parents at least once a term.



Do

The class teacher is responsible for working with the child day-to-day. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCo supports with further assessment of the pupil's strengths and weaknesses through regular observations and monitoring.



Review

Reviews of a child's progress will be made regularly by the teacher and SENDCo. This review will evaluate the impact of support and interventions on the progress of the child. It will also take into account the views of the pupil and their parents. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. New targets will be set, support will be adjusted and the SENDCO will meet with parents to share this information in termly IPM meetings.



Stage Three – Referral for EHCP

It is beyond the above level of provision (costing school more than an additional circa £6000 per year), that pupils may be referred for an Education, Health and Care Plan assessment.

If school decides this is necessary, they will consult closely with parents, gather all evidence required and refer to the LA's 'High Needs Block' file matrices for procedural information and follow guidance around initiating an EHCP assessment from the Local authority.
Pupils who access the referral level do so after close consultation between all involved agencies. It is the decision of the Local Authority in conjunction with Health Professionals and other agencies, to allocate extra provision.

An Education, Health and Care Plan is a statutory document which states the needs of a child, what support should be in place to meet those needs, and the expected outcome of this support. This includes support from health and care services.

Once a plan is issued, the SENDCo is responsible for ensuring that all the actions and provision outlined in the EHCP are carried out.



Annual Person-Centred Reviews

Every twelve months, provision for pupils with an EHCP is evaluated during a multi-agency meeting. All those involved in supporting the child -the parents/carers, the SENDCo, relevant school staff and, where appropriate, the child - are invited to attend. At Egerton, we ensure that annual reviews are

person-centred in accordance with the Code of Practice. During the review, we consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the provision stated in EHCP. The child's views are always central to this process.



Transition

Transitions can be difficult for some children with SEND, so we plan these carefully in order to reduce their anxiety. Children may need additional visits and support during these transitions in order to reduce their anxiety.

When moving to the next year group within school, planned transitions include strategies such as:

- Supported transition time spent visiting the new classroom and teacher
- Transition book produced by the child and TA for use over the summer
- Information shared between the existing teacher, new teacher and SENCo at a transition meeting in the summer term

When a child is moving to secondary school, the SENDCo meets with staff from the new school to discuss the child's needs and the support that they will require in Year Seven. Extra transition visits may be planned, depending on the needs of the child. For children with more complex needs, multi-agency meetings may be arranged to create a more detailed transition plan. Ladywood Outreach also provide transition support in partnership with some of our local secondary schools.

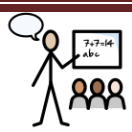
If a pupil on the register leaves to attend another school, the appropriate documentation/records are forwarded to the new school, this includes:

- Records of support provided through support plans
- Records of review meetings
- Reports of progress
- Standardised test results
- SAT and teacher assessment results
- Provision plans
- Examples of work

Records of SEND children are kept from nursery onwards and follow the individual child through school. These are securely stored.
When transferring to secondary school, the following records are sent:

- Primary/secondary transfer sheets
- Pupil records including copies of any SEN or safeguarding information
- When able, the original documentation is delivered to the child's new setting, or
- Scanned copies of original documentation is emailed securely to high school SENCO and original documentation is shredded.

Children with an EHCP will have a Person Centred Review. Where this takes place in Year 6, the Secondary School to which that pupil is going to attend is invited.



Staff Training

Staff are encouraged to develop their skills and knowledge by

- Engaging with the expertise of external agencies and liaising closely with the SENDCo.
- Engaging with the school's SEND INSET which are included in the annual School Improvement Plan.
- Identifying Individual needs in professional reviews and through staff development meetings which then feed into the whole school improvement plan and CPD framework
- Taking opportunities to engage in wider training with the LA as part of the inclusive schools safety valve project



Storing and Managing Information

SEN relating information including Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the young person, except for specified purposes or in the interests of the child/young person. (9.211)
See our Data Protection and Information Management policy for more information.



Complaints

Comments from parents are encouraged throughout the school and any concerns will be are dealt with immediately. Complaints concerning SEND should be directed to the SENDCO or Head. All complaints will be dealt with using the school's complaints procedure.



Impact

A focused environment and Quality First Teaching enables attention to be paid to small manageable steps that builds on prior knowledge and can be processed in the working memory.

Due to the well-sequenced and the progressive nature of our curriculum along with the appropriate support, children regularly revisit concepts and link ideas together, thus retrieving knowledge from the long term memory back into working memory.

Therefore, children know more, can remember more and do more in all subjects across the curriculum.

All pupils move onto the next stage of their education with the knowledge, skills and citizenship to LEARN further, ACHIEVE their goals and ASPIRE to their future success.

Review Procedures

The Governing Board will report annually on the success of the SEND policy. The Governing Board will consider the following:

- The SEN aims of the school as outlined at the beginning of this policy
- The views of parents pupils and teachers
- External professionals

Pupil progress will provide the evidence base for the success of this policy document. This will be analysed through:

- Pupil progress meetings
- Standardised tests
- Individual pupil progress and achievement on specific interventions
- Tracking progress of SEN children

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015. It is part of a whole school strategy to promote inclusion and effective learning for all pupils. This policy has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Accessibility Policy
- Safeguarding Policy
- Inclusion Policy
- Behaviour Policy
- Learning and Teaching Policy

(Appendix A)

Pathway to Identification of SEND

