



Egremont Primary School

SEND POLICY

2017 - 2018

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SECTION 1: Overview

This policy has been written in line with the revised Code of Practice 2014.

The Special Educational Needs Co-ordinator (SENCO) is Mrs Jane Bradley. She is responsible for co-ordinating the day to day provision for children with Special Educational Needs, as well as writing and reviewing this policy documents.

Mrs Jane Bradley has achieved the National Award for SEN (NASENCo award) and is a member of the Senior Leadership Team at Egremont Primary School. She can be contacted on 0151 638 5406.

The named governor for Special Educational Needs and Disabilities is Mr Greg Chiswell. He can be contacted via the school office, 0151 638 5406.

Introduction

Egremont Primary School shows care and concern for everyone in its community. Our school believes that every child is unique gift with his or her individual talents and needs. We are continually striving to nurture these and ensure we provide an environment and curriculum which enables every child to reach their full potential and flourish. All teachers are a teacher of every child or young person including those with SEND. We are committed to providing full access to the curriculum by ensuring high quality teaching and differentiation to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Where a pupil is identified as having additional needs we will take action to remove those barriers to their learning and to work in partnership with their parents/carers and children as part of this approach.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a coordinated way through individual health care plans (IHCPs).

Children may have special education needs either throughout, or at any time during, their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

Children have a learning difficulty if they:

- a] have a significantly greater difficulty in learning than the majority of children of the same age; or
- b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- c] are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a] for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- b] for children under two, education provision of any kind.

Our school welcomes all children including children who have specific SEND. Our school uses the following four categories to identify the particular needs of an individual child with SEND:

1. cognitive and learning difficulties
2. communication and interaction concerns
3. social, emotional and mental health needs
4. sensory and/or physical difficulties

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

SECTION 2: Aim

To ensure compliance with;

Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Keeping Children Safe in Education September 2018, Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- All children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- All children are given equality of opportunity to participate fully in school activities.
- Maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need.
- All children have opportunities to meet personal standards of excellence.
- Early identification of special educational need.
- Removal of barriers to learning and achievement.
- Effective assessment and monitoring of needs.
- A relevant, graduated response to children's needs.
- Appropriate provision for children with SEND.
- All staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND.
- Parents are able to play their part in supporting their child's education.
- Close and effective partnership between parents, schools and outside agencies.
- Children's views are valued and listened to.
- To provide support and advice for all staff working with special educational needs pupils

SECTION 3: Identifying Special Educational Needs

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Sendco, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of pupils with SEND is a priority. Egremont will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by regular teacher observation/assessment
- Evidence gathered from Pupil Progress meetings
- Comparisons with age related expectations
- Pupil progress information from 'Target Tracker' System
- Records from previous settings/schools
- Information from parents
- Standardised screening or assessment tools
- Identification/ advice from external agencies

As a result of these the school will:

- Provide a differentiated and appropriate curriculum
- Identify the support needed within the class
- Assess learning difficulties
- Ensure regular feedback on pupil progress through ongoing observations and assessments
- Ensure appropriate targets are set and learning experiences enable pupils to meet targets set
- Involve parents/carers in a home-school learning approach
- Broker support and advice from external agencies.

As part of Egremont's assessment cycle, vulnerable children are identified. These are children who are:

- Not making adequate progress
- Working below age related expectations
- Not on track to meet their end of year targets
- Not on track to meet their end of key stage targets

SECTION 4: Waves of support

Our Sendco, Mrs J. Bradley and the Deputy headteacher, Mrs Wilson, manage our planning and delivery of special educational needs provision, in conjunction with our school leadership team. This ensures we co-ordinate approaches and resources in relation to the needs of our SEND pupils.

Egremont Primary School uses a range of information to monitor the progress and development of all pupils. At the heart of these arrangements is our commitment to clearly defining expected learning outcomes for every pupil, and systematically monitoring their progress towards those outcomes.

When an individual child is not making expected progress and attainment, we take early action, ensuring the quality of teaching being received is good or outstanding and any barriers to learning are removed. Where necessary, we put additional provision in place to ensure that every pupil is given the opportunity to achieve their personalised goals and improve their learning outcomes. Parents are fully informed and encouraged to work with us in developing their child's learning.

Quality first teaching is the provision that all children have in class. Through rigorous monitoring and assessment, training and resources, Egremont Primary School ensures that all children receive quality first teaching (known as Wave 1). This may be recorded on 'Assess, Plan, Do, Review' grids which show evidence of reasonable adjustments made to support children with additional needs.

Staff, in conjunction with the Sendco and/or the Deputy headteacher, identify difficulties in learning and put in place a range of measures to address these and bring children 'back on track'. These measures are described as Wave 2. Wave 2 support will be recorded on Provision Maps.

Wave 2 provision could be:

- Additional support in class from the class teacher, providing a differentiated curriculum
- In class support for groups of pupils by a Teaching Assistant
- Periods of withdrawal to work with a Teaching Assistant using either a published support programme or a bespoke programme
- Additional in class activities/resources pertinent to need
- Increased use of technology (computer programmes)
- Peer support/buddy systems
- Differentiated home learning and support advice for parents/carers.

School support/ SEND support is characterised by interventions that are additional to or different from the normal differentiated curriculum known as Wave 3. School support intervention is triggered when despite receiving differentiated teaching and support, pupils:

- Continue to make little or no progress
- Demonstrate difficulty in developing literacy/numeracy skills
- Show persistent social, emotional and/or mental health difficulties which are not affected by the school's support strategies
- Have sensory/physical problems, and make limited progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make limited or no progress despite receiving a differentiated curriculum.

SECTION 5: A Graduated Approach to SEND Support

Egremont organises its support for special educational needs in the form of a four-part cycle. This makes sure that there is a clear process to follow in responding to a child's needs and overcoming the barriers to their learning:

- **Accurate identification of the nature of individual need(s) (Assess)** –We consider the child's teacher's assessment of their learning, previous progress and attainment and their individual development in comparison to their peers and national data. We take into account parent views, the child's opinion and, where relevant, advice from external specialists services.

We use Pupil Progress meetings to regularly update and review pupil assessments and decide next steps to ensure that all children are making good progress and securing good outcomes.

- **Plan** – We will discuss the child’s progress with their parents, as well as notifying them in writing if it is decided to place the child on the SEND register and give them additional support. We will agree a pupil profile which will note key areas of difficulty and the targets and interventions we will put in place to address these in school and what can be done to help them at home. Parents will be involved in pupil profile meetings and the subsequent review on a termly basis.
- **Do** - Class teachers ensure children receive quality teaching in the classroom plus any additional support to address specific needs as agreed on their pupil profile.

This may involve them working with teaching assistants or visiting specialist staff. The class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate. The Sendco will monitor the process to ensure needs are being addressed.

- **Review** – Class teachers review a child’s pupil profile formally on a termly basis, evaluating the effectiveness of the support and interventions planned and discussing this with parents. This review will be based on the progress towards the outcomes which have been agreed. Further discussion may take place informally with parents if necessary.

Where necessary, this four stage cycle is repeated in order to continue to meet the needs of the child and best match support and interventions so that good progress and outcomes are achieved. This may include involvement of external agencies to give further support and guidance. In some cases, we may consider a request for an Education, Health and Care assessment. This will be fully discussed with parents and will only be appropriate when a child continues not to make progress despite planned support and clear information about the child’s special educational needs from review meetings.

SECTION 6: SEND Register

Children who are being supported at Wave 2 will be identified as **SEND Support**, both on the school SEND register and through class maps.

Children who are being supported at Wave 3 will be identified as **SEND Support plus**, both on the school SEND register and through class maps. These children will have Person Centred Plans developed, through consultation with parents, teachers and other agencies to ensure all who work with them adopt a consistent approach.

The SEND register will be monitored termly, and will be reviewed following feedback from pupil progress review meetings and discussions with class teachers.

Parents will be informed when their child is identified as **SEND Support**.

SECTION 7: Statutory Assessment

Some pupils with SEND require additional funding in order to provide them with the level of support required to make progress. If this is the case, the Sendco, with class teachers and parents, will complete the paperwork required for additional Individual Pupil Funding (known as Element 3 top up funding). This must show that school is already providing support weekly from the budget (known as Element 2 funding). The Local Authority will decide whether Additional Funding is needed. Where top up funding is allocated, the school must meet the requirements set by the Local Authority. This funding is reviewed annually.

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. This statutory assessment may result in an Education and Health Care Plan (EHCP). Prior to this, children may have been given a Statement of Special Educational Needs. A statement of Special Educational Needs and EHCP are legal documents and the school must ensure that the requirements set out in them are met

Parents have the right to request an Education, Health and Care assessment at any stage if they feel that their child’s special educational needs cannot be met over time, even if the school continues to take relevant and

purposeful action as outlined above in the four stage 'graduated approach' process. Parents can ask for further information from the Sendco, Mrs J. Bradley or the deputy headteacher, Mrs K. Wilson. It can also be accessed at <http://localofferwirral.org/>

Where a request for an Education, Health and Care assessment is made to the Wirral Local Authority, it needs to be supported by information about the child's attainment and rate of progress and evidence of the action already taken by school in support of the child's specific special educational needs.

SECTION 8: Monitoring and Evaluation of SEND

The progress of all children is tracked using Target Tracker pupil tracker. Additionally, some children may have information added to their Class Provision Maps. During termly pupil progress meetings, all children with SEND will be discussed and their progress monitored. The Sendco will carry out observations on a rota basis of all children on the SEN register both in class and when receiving intervention support.

SECTION 9: Partnership with Parents and Pupils

Egremont Primary School believes in developing strong partnerships with parents and recognises that by working together home and school can help children with SEND achieve their potential. The school considers parents of children with SEND valued partners in this process and will keep them fully informed and seek their views at every stage. Egremont Primary School will signpost additional support for families outside of school where possible and will guide parents to the Local Offer website for Wirral when deemed necessary.

Wirral Local Offer - <http://localofferwirral.org/>.

Pupil's views are always sought and they are a part of the target setting process. Pupils receiving additional funding are included in the annual review process to the best of their ability.

Further information can be found in Egremont Primary School's SEND Information Report, which can be found on our website www.egremont.wirral.sch.uk

SECTION 10: Supporting Pupils at School with Medical Conditions

Egremont recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

If pupils have a specific medical condition, which affects them over a long term basis, an Individual Health Care Plan (IHCP) may need to be drafted. This will be completed in consultation with Mrs J. Bradley. Advice will also be sought out from other health professionals where required.

The purpose of an IHCP is so that all adults working with pupils with medical needs know the procedures in place to support them and ensure their needs are being met.

SECTION 11: Liaising with External Agencies

We work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support. Parental consent will always be sought when the school seeks external support. External support services will require access to pupils' records in order to understand the strategies employed by the school. The specialist may work directly with the pupil and may provide or ask for further assessments. Advice from external support will be incorporated in the child's targets. Strategies advised may be implemented by the class teacher, teaching assistant or involve other adults. Where appropriate, the school may request direct support/intervention from a specialist/teacher.

Some of the external specialists typically providing support for individuals and groups of children, and support for professional development include, but are not limited to:

- Educational Psychology
- Speech and Language Therapy
- Autism Support Team
- Child and Adolescent Mental Health Service
- 0-19 Health and Wellbeing Service
- Hearing Support Service
- Specialist nurses (asthma, allergies, epilepsy, continence, diabetes, other)
- Community Paediatricians
- Vision Support Service
- Occupational Therapy/Physiotherapy
- Children and Families First
- Social Care
- Family support workers.

SECTION 12: Roles and Responsibilities

Class Teacher

The class teacher has the greatest contact on a day-to-day basis with children and must, in accordance with the 1993 Education Act, identify and make provision for those children with special educational needs and disabilities. Egremont is committed to inclusion and aims to provide equality of opportunity for all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified or may have SEND.

All teachers are responsible and accountable for the progress and development of children in their class, including where pupils access support from Teaching Assistants or visiting specialist staff. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is often suggested in line with Performance Management Matrix reviews for class teachers and teaching assistants.

The Sendco at Egremont Primary School

Egremont Primary School ensures that there is a designated Special Educational Needs and Disability Coordinator, Mrs Jane Bradley. At Egremont, we believe that good provision for children with Special Educational Needs can best be provided when people work as a team. The Sendco has an important role to play with the headteacher and governing body, in determining the strategic development of Inclusion and working on the strategic development of the SEND policy and provision in the school. The Sendco Coordinator has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans.

The Sendco provides professional guidance to colleagues and will work closely with staff, parents and other agencies and provide a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the Sendco will include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant agencies for looked after children with SEND
- advising on the graduated approach to providing SEND 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 SEND
- liaising with other agencies e.g. Educational Psychologists, Occupational Therapists and Health.

- 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 and to the Keeping Children Safe in Education document (September 2018).
- ensuring that the school keeps the records of all pupils with SEND up to date and all staff are appropriately trained in order to fulfil their responsibilities

The school's SENCOs regularly attend the LAs SENCO network meetings and the MAT cluster, in order to keep up to date with local and national updates in SEND.

The Governing Body

The Head Teacher and the Sendco are responsible for monitoring the implementation of the policy throughout the School. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the School's SEND provision. The Sendco and the named Governor will meet termly.

SECTION 13: Evaluating The Effectiveness Of This Policy

Our success criteria are as follow:

- All staff aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly supported
- Effective provision is made for all children with SEND
- Continuous monitoring of children's progress takes place in relation to targets set
- All children will be given equality of opportunity to participate fully in school activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role for SEND and be fully involved in monitoring provision

SECTION 14: Dealing With Complaints

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEND provision for their child they should follow our complaints procedure, which in summary is to;

- Talk to their child's class teacher
- If concerns continue, contact the Sendco or Deputy Headteacher
- If there are still concerns make an appointment to see the Headteacher
- If the matter is not resolved, put their concerns in writing to the Chair of Governors

We will endeavor to act swiftly and positively to address the issue directly.

SECTION 15: Reviewing the Policy

This policy will be renewed annually by the Governing Body for Egremont Primary School.

For further information please see Egremont Primary School's SEND Information Report

For advice on SEND acronyms and conditions, please see the SEND page of our school website. Alternatively, ask at the school office for a paper copy of our information.

Any further queries should be directed to Mrs J. Bradley or Mrs K. Wilson. An appointment can be made to meet her via the school office, or by calling 0151 638 5406.

November 2017

Date of next review: November 2018