



SEND Policy 2023-2024

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Trust Oversight Committee member for SEND	Chair of TOC
2021-2022	M.Eastwood	S. Evans	T. Lacey	T. Lacey
2022-2023	M.Eastwood	S. Evans	T. Lacey	T. Lacey
2023-2024	M.Eastwood	G.Hoey	T. Lacey	T. Lacey

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
Sept 2020	Sept 2020	S Evans	Sept 2020
Sept 2021	Sept 2021	S Evans	Sept 2021
Sept 2022	Sept 2022	S Evans	Sept 2022
September 2023	September 2023	G.Hoey	Sept 2023

CONTENTS

SECTION 1:	Compliance
SECTION 2:	Aims
SECTION 3:	Identifying Special Educational Needs
SECTION 4:	Managing Pupils Needs on the SEN Register
SECTION 5:	Criteria for Exiting the SEN Register/ Record
SECTION 6:	Supporting Pupils and Families
SECTION 7:	Supporting Pupils at School with Medical Conditions
SECTION 8:	Monitoring and Evaluating of SEND
SECTION 9:	Training and Resources
SECTION 10:	Roles and Responsibilities
SECTION 11:	Storing and Managing Information
SECTION 12:	Reviewing the Policy
SECTION 13:	Accessibility
SECTION 14:	Dealing with Complaints
SECTION 15:	Bullying
SECTION 16:	Appendices

This policy has been written in line with the revised SEND Code of Practice 2015.

The Special Educational Needs Co-ordinator (SENCO) is Mrs Stacey Evans. 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 Stacey Evans 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. Miss Gemma Hoey has also achieved the National Award for SEN and is part of the SEND team. She is part of the Senior Leadership Team and can be contacted on 0151 638 5406.

The named Trust Oversight Committee member for Special Educational Needs and Disabilities is Mr Tony Lacey. He can be contacted via the school office, 0151 638 5406.

Special Educational Needs Code of Practice (DFES 2015)

The school draws upon the Special Educational Needs Code of Practice (DFES 2015) for guidance and the statutory duties introduced by the Special Educational Needs and Disability Act 2014 as well as Local Authority Policy and Guidelines. This policy should be read alongside other School specific policies including: Teaching and Learning, Behaviour, Child Protection, Anti-Bullying, Equal Opportunities and Admissions.

Principles and Objectives of Egremont Primary School

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 SEN. 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 2015, The Special Educational Needs and Disability (SEND) Regulations 2015:

‘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 SEN. Our school uses the following four categories to identify the particular needs of an individual child with SEN:

1. Cognition 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.

Arrangements for the Co-ordination of Educational Provision for Pupils with Special Educational Needs and Disability (SEND)

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people...

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

(Code of Practice 1.24 2015)

Responsibilities.

- Every teacher is a teacher of SEN. Every teacher in our school understands and recognises the importance of identifying, assessing, understanding and personalising a teaching approach in order to meet the needs of those children with SEN.
- The Special Educational Needs co-ordinator (SENCO) has responsibility for the co-ordination of provision, assessment, monitoring and reviewing procedures.
- Teachers are responsible for interventions for pupils with SEN.
- There are SEN teaching assistants who support children with funded provision. Their roles, responsibilities and hours of work vary depending on the needs of the children they support.

SECTION 1: COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Statutory Guidance on Supporting Pupils At School With Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Keeping Children safe in Education September 2021
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEND Trust Oversight Committee member in liaison with the SMT, all staff and parents of pupils with SEND with involvement from all parties.

The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

SECTION 2: AIMS

At Egremont we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. We are committed to raising the aspirations of and expectations for all pupils with SEN. We have introduced and are developing systems and procedures that provide a focus on outcomes for children and young people and not just hours of provision/support.

Policy and practice reflects the philosophy and fundamental principles within the SEN Code 2015:

“These principles are designed to support:

- *The participation of children, their parents and young people in decision-making*
- *The early identification of children and young people’s needs and early intervention to support them*
- *Greater choice and control for young people and parents over support*
- *Collaboration between education, health and social care services to provide support*
- *High quality provision to meet the needs of children and young people with SEN*
- *A focus on inclusive practice and removing barriers to learning*
- *Successful preparation for adulthood, including independent living and employment.”*

(Code of Practice 1.2 2015)

Equal Opportunities

The Staff of Egremont believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

- Identify need as early as possible and provide effective support.
- Work within the guidance of the 2015 Code of Practice.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy
- To provide support and advice and continuing professional development and training for all staff working with special educational needs pupils
- View our special needs provision as an on-going, developing process.
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage.
- Incorporate special educational needs procedures including Pupil Profiles into curriculum planning through the differentiation of curriculum subjects, teaching styles and support.
- Meet the needs of our most complex SEN children through access to mainstream classroom with timetabled session in our sensory provision and nurture room.
- Develop an effective partnership between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- Involve the Trust Oversight Committee and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.

- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Ensure transition from one setting to another for our children with SEN is smooth and consistent.
- Track and monitor and amend provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”

(Code of Practice 2015 6.14)

In Part 6.27 of the Code of Practice it clearly states that there are four clear areas of need:

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing

behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Procedure for Identifying SEN:

At Egremont we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We also consider other factors that may impact on progress and attainment that are **NOT** considered **SEN** and these may include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We also recognise that any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we as a provider will recognise and identify and not categorise as a SEN need itself.

The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs. Children within the Early Years Foundation Stage are identified, assessed and provided for through foundation stage assessments. Children in Key Stages 1 and 2 are identified, assessed and provided for through the Graduated Approach.

The process of ASSESS – PLAN – DO – REVIEW is followed several times in order to fully understand a child's difficulties.

- ASSESS – Teacher assessments / Internal assessments / Specialist assessments / External agency advice
- PLAN – Teacher plans differentiated / personalised approach / applies appropriate interventions / liaises and gets advice from SENCO
- DO - Teacher implements differentiation / personalised approaches / Teacher/TA class based interventions are employed
- REVIEW – Teacher / TA review of provision / SENCO consults with teacher to advise on different strategies.

After external/ internal detailed assessments and after consultation and agreement with parents, referrals may be made to external agencies e.g. Autism Team, Speech and Language Specialist, Paediatrician etc...

Following consultation of all parties and having used high quality and accurate formative assessment, planned and implemented interventions, instigated appropriate levels of support which are reviewed: a decision may be made to place a child on the SEN Support Register.

Egremont SEND Register

At Egremont we have introduced a three-tier system, to create a clear pathway of identification of needs through Assessment, Planning, Reviewing and Doing

Children meeting the criteria for EHCP will automatically be placed on our School SEND Support List (Register).

Other pupils needing additional SEND support will be placed on SEND SUPPORT or SEND EMERGING dependent on the following criteria:

SEND SUPPORT- census K code

Criteria- 2 or more of the following need to be met:

- Clear diagnosis or difficulty e.g. Dyslexia, Dyscalculia, Dyspraxia, Autism (ASD) or ADHD through internal or external assessments
- In receipt of targeted and rigorous interventions that focus on their area of need for at least one term
- Presents persistent emotional, social or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in our setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning
- Has involvement of one or more external specialist e.g. Autism team, professional S&L, Educational Psychologist or Paediatrician
- Made little or no progress in line with their targets for a period of at least two terms.
- Is working at a level "B" or "Below" their age-related expectations or baseline targets and not in line with their peers for a period of two terms or more.

SEND EMERGING

Criteria - 2 or more of the following need to be met:

- Working at level “B” or “Below” in data assessments for a period of one term.
- Parental Concern- related to behaviour, attainment, focus and concentration
- Teacher Concern- related to behaviour, attainment, focus and concentration
- Internal assessments are being accessed to provide evidence of barriers to learning
- Beginning of the involvement of external agencies

SECTION 4: MANAGING PUPILS NEEDS ON THE SEN REGISTER

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

(Code of Practice 2015 6.36)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

(Code of Practice 2015 6.37)

ASSESS

- If concern is raised that a child is not making expected progress in line with the criteria previously mentioned the class teacher will carry out an assessment of the child’s needs. The Class Teacher will seek advice of the school SENCO at this point.
- Teachers will use the QFT checklists to help identify difficulties and provide suitable support.
- If a teacher has carried out all assessments, they possibly can then the school may request an external agency to assess the child for more specific difficulties e.g Dyslexia screening, Speech and Language difficulties etc
- In some cases, an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child.
- If a concern about a child is raised by a parent, we will take the concerns seriously and investigate. The results of an assessment will be recorded and compared to our own school assessment data.
- Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

- In some cases, outside professionals from health or social services may already be involved with the child. These professional's opinions will help inform our internal assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

PLAN

- Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above
- All teachers and support staff who work with the pupil should be made aware of their needs. This will be helped by the school SEND Information Report that is produced to help ALL staff become aware of the differing children's needs that occur within the school.
- Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENCO. External professionals will be encouraged to help train staff where appropriate e.g Autism Team, Educational Psychologists, ADHD Foundation
- The teacher with advice and support from the SENCO, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil.
- Parents will be informed of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home (As explained termly meetings will be held to help inform parents and aid parental involvement.)

DO

- The class or subject teacher will remain 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 will still retain responsibility for the pupil.
- Streamlined systems will be used to monitor and track any child on an EHCP/PFA or Sen Support.
- PCP's and Support plans will help a class teacher and SMT to track and monitor the outcomes and progress of each individual child.
- The SENCO will be monitoring the completion of these Support plans and ensuring all staff are adequately meeting the needs of all SEN children.

- The SENCO will liaise with external professionals regarding the provision and support in place for any child with an EHCP or is on the SEN Support Register.
- The SENCO will liaise with the Local Authority to ensure reviews take place annually and where necessary as an interim review and high-quality provision is in place for all our SEN children.
- The SENCO will be responsible for ensuring all applications for additional funding are completed to ensure children's needs are fully met.
- The SENCO will publish the school's SEN Information Report on the website and ensure it is kept up to date.

REVIEW

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents.
- Where a pupil has an EHC plan or PFA funding, the local authority and school will review the plan as a minimum every twelve months. (Annual Review for EHCP).

Individual Support Plans for children with EHCP or are on the SEN SUPPORT REGISTER:

Individual Education Plans are written and reviewed three times a year in September, January and April. Plans include:

- Three short-term targets relating to addressing the key barriers to learning for the child.
- Information about the child's difficulties/barriers to learning.
- Success criteria.
- The teaching strategies to be used.
- The provision to be put into place
- Timescales to achieve targets.
- Outcomes to be recorded when the Pupil Profile is reviewed.

Conducting Person- Centred Plans Reviews

There will be an opportunity once a year for a Person-Centred Plans to be reviewed and discussed with parents. (Once a year a teacher will share following Assessment week to discuss progress and targets.)

“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.”

(Code of Practice 2015 6.65)

When support plans are shared, please consider the following questions:

- What are the child's current levels of attainment relating to Pupil Profile targets?
- What progress has the child made towards meeting the overall objectives set out in the support pan?

- What are the parent's/carer's views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What targets should be set?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage?
- How will the child's progress be assessed?

Statutory Annual Reviews

For a child who has an Education Health Care Plan, the Local Authority has a statutory duty to formally review his/her EHCP, at least annually. Annual Review Meetings are organised in school by the SENCO.

The Annual Review Is In Four Parts:

- Collection and collation of information
- Annual Review Meeting.
- Head Teacher's/SENCO's report of the Annual Review Meeting.
- LA Review.

Annual Review Procedure

The SENCO:

- Maintains a calendar of review dates.
- Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parent/carers, LA representative).
- Seeks the views of the child and invites him/her to all or part of the meeting if age appropriate and suitable.
- Plans Annual Review Meetings in advance and contacts professionals by letter.
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, in advance.
- Sends out formal invitations to parents/carers by letter, giving at least fourteen day's notice.
- Ascertains the child's views regarding progress through an appropriate medium.
- Co-ordinates receipt of all reports and ensure copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting.
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The Review Aims to:

- Assess the child's progress towards meeting the objectives within the EHCP
- Discuss appropriate Outcomes for the child.
- Review the educational progress made by the child.
- Consider the effectiveness of the ECHP in light of the child's progress.
- Set new targets for the coming year, or determine whether amendments to the EHCP are necessary.
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting

- The meeting should consider the following questions:
- What are the child's current levels of attainment in English and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the EHCP?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents/carers views of the past year's progress?
- What are the child's views of the past year's progress?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?

- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the ECHP necessary?
- Should the LA recommend ceasing or maintaining the EHCP?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice 2015 and Wirral LEA procedures.

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on Wirral Paperwork. Copies of all reports and any additional materials including the most recent support plans are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the Local Authority's Named Officer responsible for Annual reviews.

Local Authority Review

The Local Authority review the EHCP in the light of the Head Teacher's / SENCO's report of the review meeting report, and decides whether to amend the EHCP, cease or to maintain it.

SECTION 5: CRITERIA FOR EXITING THE SEN SUPPORT LIST

- If a child who is on the SEN Support Register makes progress and 'closes the gap' in line with national and local expectations then a review meeting may be held in school to discuss a child being taken off the SEN Support Register.
- Parents will be included in any discussion and fully informed of the school's actions.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

“What is the Local Offer?”

*4.1 Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.*

4.2 The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review “

(Code of Practice 2015 4.1/4.2)

- The SENCO will guide parents towards the LA local offer (Regulation 53, Part 4) See above.
- The SENCO will ensure an up to date SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act)
- The SENCO will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil.
- The school’s admission arrangements are published on the website.
- The SENCO and Deputy Head ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATS) expectations.
- The Head Teacher, Deputy Head and SENCO are responsible for ensuring that the needs of children with SEN are consistently met and especially during class

to class transition, across Key Stages and from one school to another. (Including secondary transition)

- With regard to managing Pupils with Medical Needs please see the Policy on Managing Children with Medical Needs on our website under SEN or policies.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school 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 (SEN) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed
- A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

School should:

- Notify the Local Authority/Education Welfare Officer if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work.
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary.
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary.
- Facilitate liaison with peers through visits and videos if necessary.

- Ensure pupils have access to public examinations possibly as external candidates.

SECTION 8: MONITORING AND EVALUATION OF SEN

The school regularly monitors and evaluates the quality of provision of SEN.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

(SEN Code of Practice 2015 xiii.)

- The SENCO completes termly observations of Teacher and TA interventions and provision for SEN.
- The SENCO is responsible for ensuring all staff receive relevant training.
- The SENCO meets with the SEN designated Trust Oversight Committee member once every term to ensure effective monitoring and evaluation occurs.
- These evaluations form an important part of the SEN Action/Development Plan which is revised annually by the SENCO.

SECTION 9: TRAINING AND RESOURCES

- The SENCO plans staff training in consultation with the SMT.
- 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.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEN
- All teaching staff have one SEN related target set as part of their annual performance management targets

“The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. “

(Code of Practice 2015 6.4)

SECTION 10: ROLES AND RESPONSIBILITIES

The Trust Oversight Committee (TOC): Tony Lacey

Chair of Trust Oversight Committee / SEN Lead member of the TOC.

The Trust Oversight Committee, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. The Trust Oversight Committee, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEN.
- Reports annually to parents on the school's policy for children with SEN.
- Ensure all children; including those with SEN have access to a broad, balanced and appropriately differentiated curriculum.
- Appoints a representative of the Trust Oversight Committee to oversee SEN provision.
- Ensure discussions with parents regarding SEN matters at relevant meetings.
- Ensure that pupils with SEN are fully involved with school activities.
- Ensure they are involved in developing and reviewing SEN Policy.

The Head Teacher: Mrs Mel Eastwood

Safeguarding Lead member of Staff

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and disability. The Head Teacher keeps the Trust Oversight Committee informed of all developments with regard to SEN. The Head Teacher informs parents of the fact that SEN provision has been made for their child.

Admissions

In every instance, when a parent seeks a place for a child at Egremont Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of an EHCP or SEN support (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the EHCP until the Local Authority have been consulted
- Informs the Local Authority that an approach for admission has been made.

Admission Arrangements

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent pupil profile prior to agreeing to admitting a child transferring from another school.

SENCO: Mrs Stacey Evans

Safeguarding Lead member of Staff

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEND policy.
- Ensuring an appropriate budget allocation to meet SEND.
- Manages all SEN staff including Specialist TA's and SEN Class based TAs.
- Interpreting legal requirements for staff, parents and TOC members.
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEND alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEN.

- Maintenance of the SEN Support register.
- Liaising with parents of children with SEN.
- Organising and delivering INSET training in order to meet the needs of staff.
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and external agencies.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.
- Overseeing the pupil profile and review process for EHCP and SEN Support Children.
- Reporting to Headteacher and the Trust Oversight Committee once a year on summary/update of SEN Department.

Special Educational Needs Teaching Assistants (SENTA)

Line Manager: SENCO : Mrs S Evans

The SEN TAs work under the direction of the class teachers and SENCO. They:

- Work with ALL EHCP/SEN Support pupils, attend annual reviews, assess progress and contribute to the planning of Pupil Profile.
- They plan the individual additional work needed to work towards 'Outcomes' agreed and differentiate and moderate class planning as agreed with the Class teacher to enable full access to the curriculum.
- Deliver individual occupational and physiotherapy plans in accordance with pupil Care Plans.
- Work closely with the class teacher, SENCO and other outside agencies to meet the child's needs.
- Support individual and small groups of pupils towards attaining targets identified in their Pupil Profiles.

- Continuously assess pupil progress and identify the next steps to learning.
- Are aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN.
- Complete termly assessments on identified SEND pupils and assist teachers in tracking SEND data.
- To keep parents informed of pupil progress.
- Accompany pupils on trips and residential to enable the pupil to fully participate.

Teachers

Line Manager: Mrs M Eastwood

Clearly identify the role of teaching and support assistants. They will:

- Understand that they are responsible for meeting the needs of ALL learners in their class. They must be able to identify, assess and provide for those children with SEN in their classrooms.
- Identify and assess, and provide subsequent provision for, pupils with SEN.
- Work with the SENCO to decide the action required to assist the pupil to make progress.
- Work with the SENCO to collect all available information on the pupil.
- Develop and review support plans/PCP's for pupils with additional needs or who require SEN Support.
- Plan for and work with SEN pupils on a daily basis to deliver the individual programme.
- Develop effective relationships with SEN pupils, parents and support assistants.
- Take responsibility for ensuring parents of children with SEN are communicated to and involved effectively.
- Encourage pupils to participate in decision-making.

- Be involved in the development and review of the school's SEN policy.
- Continuously assess pupil progress and identify the next steps to learning.
- To keep parents informed of pupil progress.(3 termly meetings as a minimum to discuss Pupil Profiles.)
- Work with the SENCO to identify their own training needs around SEND.

SEND team – Miss Hoey

Line Manager: SENCO Mrs S Evans

- Provide relevant support to identified pupils and families with social, emotional, mental health difficulties.
- Develop positive working relationships with pupils, parents, teachers and other professionals.
- Run and oversee TAF meetings, child protection meetings where appropriate.
- To work under and alongside the Head and SENCO in Child Protection / Safeguarding cases.
- Deliver appropriate social skills, anger management interventions.
- Assist with the recording, monitoring and evaluation of pupils' progress.
- Assist with the identification and effective provision of appropriate resources.
- Attend liaison, team and service meetings and undertake appropriate INSET training.
- Work alongside the SENCO and teaching staff in the preparation of Pupil Profiles where appropriate.

Pupil Premium

Responsibility: Mrs M Eastwood/ Miss L Flynn

- To have an overview of all pupils in receipt of Pupil Premium
- Track and monitor the progress of all these students and place annual summary of past and current effectiveness of Pupil Premium on the school's website each September.
- Ensure appropriate interventions, programmes, opportunities are provided to all relevant children to ensure they make expected or above expected progress in terms of academic attainment and social and emotional development.
- Assist with the recording, monitoring and evaluation of pupils' progress and the setting of revise outcomes and interventions.
- Assist with the identification and effective provision of appropriate resources.
- Attend liaison, team and service meetings and undertake appropriate INSET training.
- Work alongside the SENCO and teaching staff in the preparation of support plans

Speech and Language – All classroom teaching assistants

Line Manager: SENCO: Mrs Evans

- Work closely with the class teacher, SENCO and other outside agencies to meet the child's needs.
- Support individual and small groups of pupils towards attaining targets identified in their support plans
- Work with children or SENCO in their specialist area of expertise of work to help implement the SEN Code of Practice in line with Egremont SEND policy.
- Assist with the recording, monitoring and evaluation of pupils' progress.

- Assist with the identification and effective provision of appropriate resources.
- Work alongside the SENCO and teaching staff in the preparation of support plans

Medical Needs Children responsibility: SENCO

TA with responsibility under SENCO: All teachers and support staff

- To ensure all staff are aware of Medical Needs Policy and follow correct procedures.
- Keep an updated list in school of any children with any relevant medical needs.
- Procedures regarding medical needs and trips to be covered in Medical Needs Policy.

Liaison between Teaching Assistants and Class Teachers

Teachers are responsible for planning learning objectives and sharing with Teaching Assistants. Teachers need to deploy Teaching Assistants in the most effective way to meet the needs of the children in their classes. Teachers with the help of Teaching Assistants are responsible for recording assessment data (Arbor or National Curriculum levels) and sharing with the school and the SENCO as appropriate.

Pupil Participation

The school actively encourages the involvement of children in their education. With reference to all children requiring SEND Support, we:

- Involve the child in decision making regarding the methods by which their individual needs will be met.
- Invite the child to attend all or part of review meetings.

- Discuss the purpose of assessment arrangements and the implications of the Pupil Profiles with the child.
- Encourage the child to comment on his or her SEND provision through an appropriate medium.
- Involve the child in the implementation of the support plan
- Aim to further develop the child's self-confidence, self-esteem and independence as a learner to the extent the child is able.

Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met.
- Invite the parent/carer to attend review meetings and communicate regularly with the class teacher, support assistant, SENCO or Head Teacher to alert any concerns about their child's learning or provision.
- Discuss the purpose of assessment arrangements and the implications of the Pupil Profile with the parent/carer providing them with a copy
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their support plan.
- Encourage the parent/carer to comment verbally and in writing on their child's SEN provision.
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEN provision.
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.
- Provide details of the Parent Partnership Service who provide free advice and guidance and training to parents of children with SEN.

SECTION 11: STORING AND MANAGING INFORMATION

- SEN Related Documents are password protected on a school based system
- SEN children's files are stored in a lockable filing cabinet in the SENCO's room.
- Please see the schools Policy on Information Management and Confidentiality policy.

SECTION 12: REVIEWING THE POLICY

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evidenced in lesson observations.
- Measurable progress made by individual children.
- Monitoring reports on classroom observations prepared by Head Teacher, Deputy Head teacher and SENCO.
- Termly evaluations of the quality of support plans
- Collation of children's and parent's/carer's comments following review meetings.

SECTION 13: ACCESSIBILITY

- The school is aware that the DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Please refer to the Schools Accessibility Plan 2015 which we recognise is a Statutory Duty (see website.)

SECTION 14: DEALING WITH COMPLAINTS

The school's complaints procedure is outlined on the school's website. The SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

SECTION 15: BULLYING

- Please refer to the school's Bullying Policy and Behaviour policy. (see website.)
- We fully understand our duty to safeguard the needs of pupils with SEN to promote independence and build resilience in their learning
- Please also refer to our policy/guidance regarding the use of Social Media / Facebook and our responsibility to protect those more vulnerable children.

SECTION 16: APPENDICES

Please see Appendix A which is the SEND Information Report which is updated termly by the School SENCO on the school's website:

Please contact the School SENCO on: 0151 638 5406