

Special Educational Needs Policy

Date Policy Produced: May 2019

Date of Policy Review: July 2019

Date of Policy Review: July 2020

Date of Policy Review: September 2020

Date of Policy Review: July 2021

Policy Produced by: Scott Nicholls

Policy Reviewed by: Scott Nicholls

Policy reviewed by: Scott Nicholls

Policy reviewed by: Laura Dalling

Policy reviewed by:

Contact Details

Principal: Kerry Thompson
SENCO: Laura Dalling (NASENCo)
SEND Governor: Pete O'Connor

Eastfield Primary Academy
Margaret Street
Immingham
North East Lincolnshire
DN40 1LD

(01469) 572455

Rationale

At Eastfield Primary Academy we believe that each young person is unique and that during his/her time at Eastfield Primary Academy he/she may be in need of special consideration or support, either in the long or short term.

At Eastfield Primary Academy we are an inclusive academy in which children of all abilities and from all cultures and backgrounds are valued equally. At Eastfield Primary Academy we have high expectations of all our children and strive to ensure that every child has access to a broad and balanced curriculum that meets their needs, builds on their strengths and enables them to progress appropriately.

At Eastfield Primary Academy we believe therefore, that a child with special educational needs should have their needs met. In meeting these needs, the academy believes in the collaboration between child, parents / carers and academy staff. We regard involvement with all stakeholders as the highest priority in gauging the best possible outcomes for the young person.

Aims

The aims and objectives of this policy are to ensure that at Eastfield Primary Academy we:

- *identify pupils with Special Educational Needs as early as possible;*
- *create an environment that meets the special needs of each pupil;*
- *ensure all pupils have equal access to a broad, balanced and differentiated curriculum;*
- *encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;*

- *encourage pupils to be fully involved in target setting for their causal chain and their learning;*
- *make clear the expectations of all partners in the process and provision of special needs;*
- *ensure parents are kept fully informed and are engaged in effective communication about their child's SEN*
- *During their time with us, the young person's social, emotional or educational needs may change. These will be recognised and addressed.*

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of Special Educational Needs and Disability

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and or Physical Needs.

The purpose of identification is to work out what action each school within the Trust needs to take to support students in mainstream education. It is not to fit students into specific categories.

Implementation of Policy at Eastfield Primary Academy

Roles and Responsibilities

Eastfield Primary Academy, as a whole, has the following statutory duties:

- *Secure provision for any pupil identified as having SEN*
- *Ensure that the pupils' SEN are known to all those likely to teach and support them*
- *Ensure that teachers in school are aware of the importance of identifying and providing for SEN pupils*
- *Ensure that the pupils with SEN engage in activities in the school, together with children who don't have SEN*
- *Inform parents/carers of decisions made by the school that their child has SEN*
- *Plan, over time, to increase access to the curriculum, to premises and to written information for all pupils*
- *Take reasonable steps to ensure disabled pupils are not placed at a disadvantage either in relation to admission arrangements or services provided*

At Eastfield Primary Academy the **Academy Improvement Committee (AIC)** should, in cooperation with the Principal,

- *determine the school's general policy and approach to provision for children with SEN*
- *have regard to the Code of practice 2014 in all decisions*
- *establish the appropriate staffing and funding arrangements*
- *maintain a general oversight of the school's work*
- *appoint a governor to take a particular interest in and closely monitor the school's work on behalf of children with SEN*
- *report to parents annually on the school's policy on SEN*

At Eastfield Primary Academy the **Principal** has responsibility for:

- *working closely with the school's SEN coordinator to review and manage provision*

At Eastfield Primary Academy, **teachers** should:

- *Understand that they have a duty and responsibility to provide for every child's needs including those with SEN*
- *Include pupils with SEN in the classroom, and provide an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion*
- *Be involved in the development and implementation of the school's SEN policy*

- *Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN*
- *Identify the Special Educational Needs of individual children in their class.*
- *Know which pupils in their class are on the SEN Register and at what stage.*
- *Maintain a SEN file for their class reflecting this information for each individual child and copies of all relevant IEPs.*
- *Write individual/group IEPs/Provision Maps for pupils on the register*
- *Ensure that IEPs are reviewed with the parents (and child if appropriate) at least three times a year.*
- *Ensure teaching teams are supporting pupils in their class, as directed.*
- *Provide learning experiences which are appropriate to the needs of the child.*
- *Attend appropriate INSET and courses.*
- *Maintain a provision map to support the child's IEP*

At Eastfield Primary Academy **Teaching Assistants** staff should:

- *Carry out learning programmes planned by the class teacher and the SENCO.*
- *Keep records of this work as requested.*
- *Support children in class or by leading specialist learning programmes.*
- *Take decisions about when to 'step in' and when to 'step back' in order to promote independent learning where appropriate.*
- *Contribute information about pupil progress to class teachers regularly for pupil progress, SEND reviews etc.*
- *Attend INSET and courses where appropriate.*
- *Be fully aware of the school's SEN policy.*

At Eastfield Primary Academy **the SENCO** (Special educational needs coordinator), works closely with the Principal, senior management team and fellow teachers, and has key responsibilities, which include:

- *overseeing the day-to-day operation of the school's SEN policy*
- *coordinating provision for children with special educational needs*
- *liaising with and advising fellow teachers*
- *managing learning support assistants*
- *overseeing the records of all children with special educational needs*
- *liaising with parents of children with special educational needs*
- *contributing to the in-service training of staff*
- *liaising with external agencies including the LEA's support services, health and social services, and voluntary bodies.*

- *Monitor and evaluation of the SEN register*
- *Collating and analysing data*
- *Ensuring school meets local and statutory requirements regarding SEN*

Admission Arrangements

- All children are welcome at Eastfield Primary Academy
- The Enquire Learning Trust and the Local Authority determines our admission arrangements in consultation with the Governors of the school.
- Children with special educational needs are admitted to the school through the standard admissions procedures and criteria. Decisions about the admission of children with Statements of Special Educational Need / Education, Health and Care Plans (EHCP) are made in consultation between parents/carers and the LA. The chosen school is named in the Statement / EHCP on the pupil's admission to the school.

Identification and Assessment Arrangements

At Eastfield Primary Academy a number of methods are employed to provide a rounded picture of a child's progress:

- *records of pupils' performance as determined by the Foundation Stage Profile and end of key stage SATs;*
- *evidence of performance as assessed against National Curriculum criteria;*
- *tracking pupil progress;*
- *evidence of children's work and records of discussion between pupil and teacher;*
- *observations; standardised tests, GL Assessment.*
- *diagnostic screening-standardised tests may be used where appropriate to identify learning or developmental difficulties;*
- *information passed on from other school, preschools*
- *liaison with parents;*
- *outside agencies.*

For identification purposes, a referral form to the SENCO must be filled in providing evidence which will form cycle one of their SEN journey.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

A Graduated Approach to SEN support

At Eastfield Primary Academy, we adopt a 'high quality teaching' approach. The key characteristics of high-quality teaching are:

- Highly focussed lesson design with specific learning questions.
- High demands of pupil involvement and engagement in their learning.
- High levels of interaction for all young people.
- Appropriate and skilled use of teacher questioning and modelling.
- An emphasis on learning through dialogue, with regular opportunities for young people to discuss and share their learning through talk-partners to enable peer and self-assessment.
- An expectation for young people to take responsibility for their own learning and work independently and collaboratively.
- Enthusiasm and enjoyment pervade each learning opportunity with an environment that embraces mistakes.
- Teaching teams accurately assess progress in real time and adapt learning delivery when appropriate.

Teachers are responsible and accountable for the progress and development of all young people in their class, including where they access support from other adults within the teaching teams. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND; additional intervention and support cannot compensate for the lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through enquiry walks, pupil progress meetings or professional dialogue between teaching teams and SLT. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

Assessment of current skills and levels on entry, building on information for previous setting and key stages where appropriate. Teaching teams, supported by the Senior Leadership Team, make regular assessments of progress. They seek to identify children making less than expected progress given their age and individual circumstances. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Anomalies in rates of progress from previous performance.
- Widening of the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment - for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

When a child is identified as having SEN, we make it the upmost priority to remove those barriers to learning at the earliest convenience. This takes form of a four-stage cycle known as the graduated approach.

Assess

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the child's needs. This will draw on teacher's assessment and experience of the child, previous progress and attainment, the views and experience of parents, the child's views and, if necessary, advice taken from specialist services.

Eastfield Primary Academy takes seriously any concerns raised by a parent or guardian.

In some cases, outside professionals may already be involved with the child. These professionals should liaise and support the school with assessments and professional, specialist advice. This may take the form of a child centered review or a multi-agency meeting. Where professionals are not involved with the school, the SENCO should contact them with parents' permission.

Plan

Where it is decided to build in a SEN support package, parents will be contacted to discuss the difficulties to learning. The teacher, the SENCO, parents and the child (if appropriate) should agree on the adjustments, interventions and support to be put in place as well as clear expectations of the impact on progress (both academic or personal) and a clear date for a review. The support package that is in place should be of high impact, specific and measurable with the sole purpose of removing or minimising barriers to learning and enable access to the school curriculum. All teaching teams who work with that child must be involved in the support package process.

Do

The working parties (teaching teams and SENCO) remain responsible for the working with the child on a daily basis and putting the agreed support package in to motion in line with the clear expectations and agreement from the planning cycle. Teaching teams should work closely with any other professionals involved, to plan and assess the impact of support and make suitable and appropriate modifications at the earliest opportunity.

Review

The effectiveness of support and interventions and their impact of pupil outcomes should be reviewed in line with the agreed date (or earlier if the progress has been quicker than expected). The impact and quality of support should be evaluated alongside the views and opinions of the child and their parents / carers. It is at this point where the agreed targets are reviewed and revise the support in light of pupil progress and development.

Where progress and attainment are being reviewed (in line with the SEN assess, plan, do and review cycle) parents / carers and children will be wholly included in the next steps process by a child centred review where all stakeholders will explore:

- ✓ What's working well;
- ✓ What's not working well;
- ✓ What needs to happen;
- ✓ What's next?

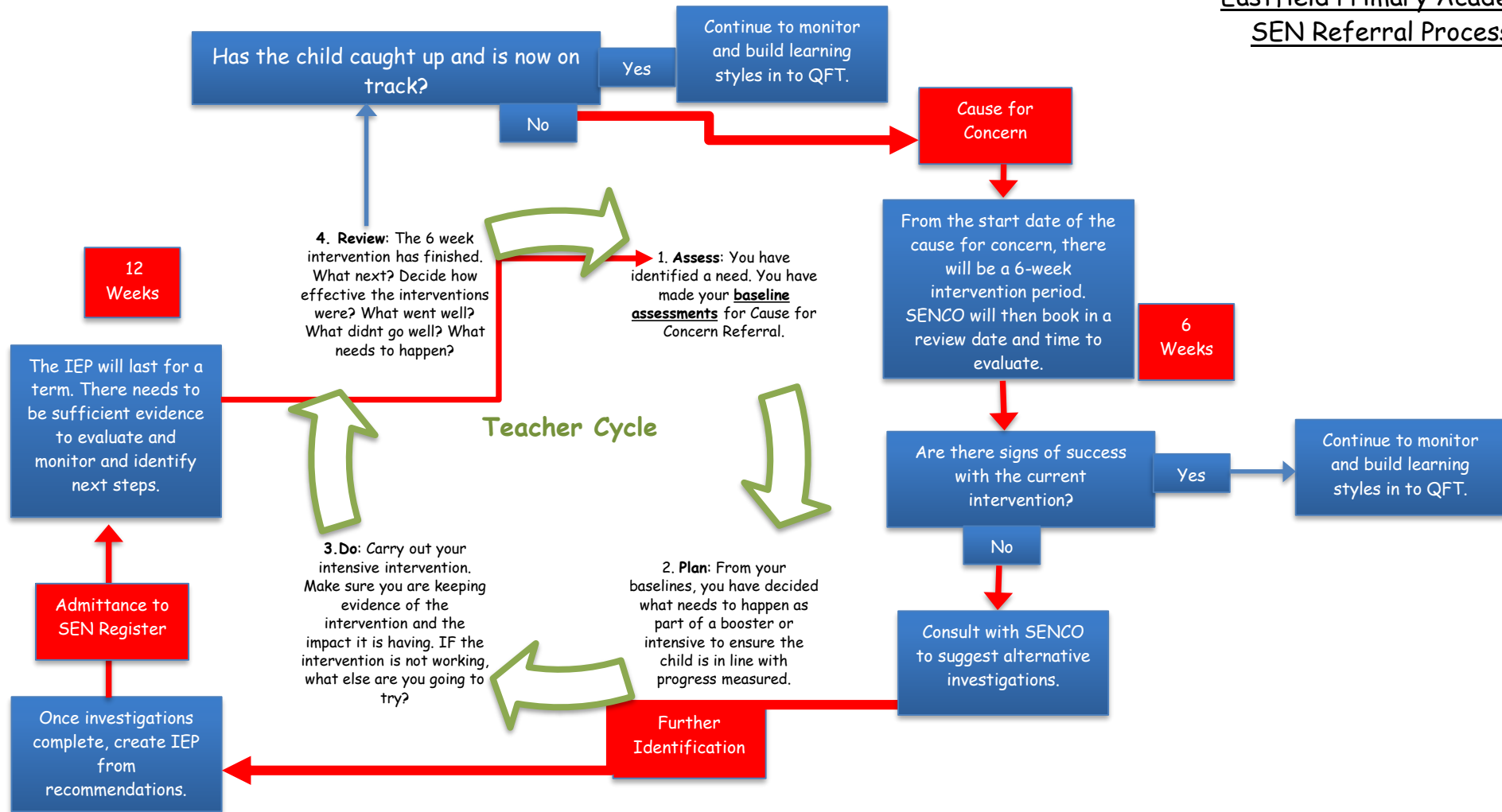
Where a child has an Education, Health and Care Plan, the local authority, in co-operation with the school, must review that plan in a minimum of twelve months.

How are children referred to the SENCO?

The first port of call for teaching teams is to create a referral form. This consists of identification of need; what evidence is available and what plans are going to be in place as part of a booster to bring children back in line with progress measures / attainment measures. This will consist of a 6-week (or half term) quality assured intervention period of carefully planned and evidenced intervention. This will be reviewed after six weeks. If little or no progress is made, there may be a need for further investigation from the SENCO or specialist professionals. Once these investigations are complete and targets and strategies are in place, these will form most of (if not all of) the IEP and admitted to the SEN register as the interventions are additional to or different from the universal provision.

Teaching teams will evidence all SEN interventions with observations, evaluations and evidence of learning. This will enable effective and precise interventions that will be chronologically evidenced throughout their journey through Eastfield and information concisely available

Eastfield Primary Academy SEN Referral Process



What evidence do we need?
There needs to be evidence to present for further investigation. There needs to a clear analysis of skills of strengths and weaknesses. Evidence will include:

- Gaps analysis
- Evidence of effectiveness of intervention. (Photographs, daily evaluations recorded on OneNote).
- Observations recorded on OneNote.

The stages for SEN are:

- **Universal.** *All teachers are teachers of children with SEN and the first port of call is Quality First Teaching. This is the first point and initial direct teaching and learning experiences provided by the teaching teams through appropriate and necessary differentiation of the curriculum.*
- **Children with Additional SEN:** *Young people who experience more complex need and a requirement of educational provision that is additional to or otherwise different from the educational provision made generally for children of their age in schools.*
- **Education, Health and Care Plan:** *When children experience significant difficulty within their learning which is above and beyond the constraints of the school's SEN local offer, an EHCP will be pursued to guarantee provision and financial contributions in order to sustain the level of support.*

A register of children with SEN is regularly updated. The children's records will be regularly reviewed and updated. Reviews will normally take place termly alongside Pupil Progress Meetings. Parents will be informed of causal chain revision meetings and will be invited to attend. It is our policy that status on the SEN register is transitory.

Children can have Special Needs in the following areas:

- **Communication and Interaction** - Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, some hearing impairments or autistic spectrum condition.
- **Cognition and Learning** - Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.
- **Social, Emotional and Mental Health** - Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.
- **Sensory and/or Physical Difficulties** - Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Causal Chain / Provision Maps

At Eastfield Primary Academy strategies employed to enable the child to progress will be recorded within a causal chain supported by a provision map. The documents will include information about:

- *What are the barriers to learning?*
- *What do we want for XXX?*
- *What leadership decisions need to be made?*
- *What actions do we take?*
- *What are the short and long term outcomes for XXX?*

On review:

- *What is now different for XXX?*
- *How do we remove barriers to learning in the future?*

The causal chain will only record that which is **additional to, or different from**, the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents. The causal chain will be reviewed a minimum of three times a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Allocation of resources

- At Eastfield Primary Academy the SEN budget for resources is allocated at the beginning of the financial year by the Principal, and Academy Business Manager, and approved by the Finance Committee and full Governing Body.
- The SENCO is responsible for managing this budget and purchasing resources which will best support the needs of children with Special Educational Needs in our school.

Facilities

- Eastfield Primary Academy is well equipped with disabled toilets and handrails in the toilets where needed. The school is accessible to the physically disabled throughout. An Access Plan is in place and available on request.
- Eastfield Primary Academy will endeavour to ensure that the school is well equipped and resourced and able to provide for the needs of all children with SEN.

Resources

Eastfield Primary Academy SEN funding contributes to the costs of:

- *staffing e.g. time for the SENCo, and other staff working to support pupils with SEN*
- *specific equipment and resources*
- *assessment materials*
- *training*
- *fees to agencies outside school that offer additional expert advice and assessments*

Support Services

Eastfield Primary Academy has access to a full range of support services including:

- *Specialist Advisory Service*
- *Educational Psychologists (Applied Psychology)*
- *ESPD (Educational Services for the Physically Disabled)*
- *Behaviour Support*
- *Visual Impairment (ETHV)*
- *Hearing Impairment (EHTV)*
- *Occupational Therapy*
- *Physiotherapy*
- *Speech & Language Therapy*
- *SEND Outreach team.*

Partnership with Parents, Carers and Families

- The Local Authority has set out their SEN provision under the Local Offer (Available from <http://localoffer.nelincs.gov.uk/EarlyYears/LocalOffer/Default.aspx>). Similarly, we have set out our own policies and procedures for children with SEN which can be found at <https://eastfieldprimary.net/important-information/send>
- At Eastfield Primary Academy parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contribution to their education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing the Individual Education Plan.

- At Eastfield Primary Academy parents are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including review meetings, open evenings, telephone, letters, home/school agreements and informal meetings.
- At Eastfield Primary Academy we inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- Specific issues or complaints will be handled in the first instance by the SENCo and formal complaints will be handled under the schools normal complaints procedure.

Child Participation

- At Eastfield Primary Academy we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- Children are involved at an appropriate level in setting targets in their IEPs and in termly IEP review meetings. Children are encouraged to make judgements about their own performances against their IEP targets.

Transition between Educational Placements

We will ensure that all children will receive the highest possible care when moving to a new or different educational setting to ensure a successful and smooth transition.

Our transition programme for children with SEN includes:

- *Liaison with previous placements*
- *Liaison with future placements to meet the pupils and staff*
- *Parental Visits*
- *Induction Days*
- *Discussion with outside agencies re: pupils with special educational needs transferring to us.*

Monitoring and Evaluation

At Eastfield Primary Academy the SENCO will monitor the assessment, identification progress and support for children identified as having SEN system in school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans and Provision Maps for children. The SENCo and SEN Governor hold regular meetings to review the work of the school in this area.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) 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 (2014)
- School's SEN Information Report Regulations (2014)

- Staff and stakeholders were consulted about this policy during the Autumn Term 2020.
- Policy will be reviewed in Summer 2021.
- The Academy Improvement Committee agreed this policy on 10.11.20