



**ECCLESTON**  
**PRIMARY SCHOOL**  
incorporating  
**Beechbuds Pre-School**

**SEND Policy**  
**2024 - 2025**

*Inspiring independent learners to thrive in a changing world*

## Policy for the Provision for Children with Special Educational Needs and Disability

### Statutory Requirements

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 (0-25) and has been written with reference to the following documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations
- 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
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### Roles and Responsibilities

The person responsible for managing SEND provision (SENCo) in school is Mrs R Davies and in Pre-school is Mrs S Miller.

SEN Governor: Cathy Armstrong

Designated Lead for Safeguarding: Craig Todd

Children Looked After (CLA) Lead: Craig Todd

Children with Medical Needs: Craig Todd

Case Manager from the Local Authority: Miranda Chestnutt

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This policy was created by the school's Special Educational Needs Coordinator (SENCo) and approved by the SEND Governor and the Senior Leadership Team (SLT).

**At Eccleston Primary School, every teacher is a teacher of SEND.**

**Good practice for SEND children is good practice for all children.**

### Introduction:

At Eccleston Primary School we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

### Definition of Special Educational Need:

At different times in their school life, a child or young person may have a special educational need. The code provides a definition 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.’

If a child is identified as having SEN, we will work closely with them and their parents to provide provision that is additional to or different from the adaptive curriculum which is already in place. We work with children to overcome barriers to learning.

### Aims of SEN provision:

- To identify pupils with SEN as early as possible and put relevant and purposeful intervention in place;
- To identify children who are underachieving and identify reasons for this;
- To support children to make the best progress of which they are capable;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the curriculum in all areas;
- To work in partnership with children and parents/guardians;

### Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Mental and Emotional Health;
4. Sensory and/or Physical;

#### **(SEN Code of Practice 2014)**

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, PIPs, SATs, PIVATS, WellComm, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At Eccleston we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

We consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code Of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality;
- Health and Welfare;
- English as an Additional Language (EAL);
- Being in receipt of Pupil Premium Funding;
- Being a Looked After Child;
- Being a child of a Serviceman/woman;

The Code Of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENCo in consultation with class teachers and the Senior Leadership Team.

## **A Graduated Approach to SEN:**

At Eccleston Primary School **high quality teaching (Universal Support)**, adapted for individual children, is the first step in responding to pupils who may have SEN.

This means:

- That the teacher has the highest possible expectations for all pupils in their class;
- That all teaching is built on what children already know, can do and can understand;
- Different ways of teaching are in place so that children are fully involved in learning;
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn;
- Teachers will let parents know what their child is learning and how they are progressing;

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENCo, class teacher, parents / carers and the Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at **targeted** or **individual** level. The programmes of intervention and support for children reflect the need to access the whole curriculum.

## **Targeted interventions (Additional Support)**

- These may be run in the classroom or in sessions outside of whole class learning;
- They are teacher led and may be delivered by a teacher or teaching assistant ;
- These are usually group , but may be 1:1, with specific targets to help children to make progress and secure knowledge and understanding;
- Interventions will be assessed and monitored by class teachers and the SLT;
- Teachers will closely monitor the frequency that children require intervention, if this is becoming regular practise then pupils will be considered for **Individual support**.

## Specified Individual support (Provision based on specialist support)

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan or if they have been assessed by outside agencies;
- Some children will have a 'Pupil Passport' with individual needs and targets identified by the teacher, SENCo, pupils and parents. These will be monitored and reviewed at least termly in consultation with parents.
- Children with Social, Emotional and Mental health needs are supported in school through small group activities, supervised playtimes or 1:1 time / group work. Children may require check ins from known staff or external agencies may be required.
- For higher levels of need, school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:
  - Speech and Language Therapy Service;
  - Occupational Therapy;
  - Educational Psychology Service;
  - The Special Educational Needs and Disabilities (SEND) Service;
  - SEND Specialist Teachers;
  - STRIVE SEND;
  - Children and Family Well-Being;
  - Child Action North West;
  - KEY Charity Trust – Family Support Services;
  - Play Therapy;
  - Behavioural Therapist;
  - Golden Hill School;

## High quality teaching

Staff follow the EEF's 5-a day principle, which ensures that high quality teaching occurs.

([https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster\\_1.1.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf))

Teachers use adaptive teaching techniques within their lessons, and identify children that may need some adaptations when it comes to a task. This will look different in each subject and each year group. Examples of these adaptations, may include a child talking their responses into Showbie, having worked examples or using a range of resources.

Some examples below:

The image shows three examples of student work:

- Roman Towns Worksheet:** A worksheet titled "Roman Towns-What we know about Roman Culture and Society from relics and ruins." It features two photographs of Roman ruins. The first photo shows a temple with columns, and the second shows a road with arches. Labels "temple", "pillar", "road", "arches", and "bridge" are written below the photos with checkmarks. A question asks "What were the roads made out of?" with the handwritten answer "MADRID ROAD".
- Number Bonds to 10 Worksheet:** A worksheet dated "6.11.2023" titled "Number bonds to 10". It includes ten frames and bar models. The ten frames show combinations of 3 and 7, 6 and 4, 2 and 8, and 5 and 5. The bar models show a bar of length 10 divided into 4 and 6. A question asks "How many more children can sit at the table?" with a handwritten answer of "4".
- Friction Investigation Notebook Page:** A notebook page dated "Thursday 9th November" titled "investigating friction". It includes a table for "Friction Investigation" with columns for "Surface type", "Friction force (N)", and "Newton's". The table shows data for "Bottle wrap", "Cup", "Table top", and "Small paper". The friction forces are 2N, 15N, 8N, and 15N respectively. A conclusion states: "In conclusion, the surface that created the most friction for the object was the bottle wrap. We know this because the force needed to pull the bottle wrap was 15 Newtons. The surface that created the least friction was the table top. We know this because the force needed to pull the box for the surface was only 8 Newtons. I think the bottle wrap needed the most force to pull the box because the surface is not flat." A challenge question asks "Next time, the experiment could be improved if we..." with the handwritten answer "we could use the same paper wrap but cut and use more better because it's not there the same as some and the string is the same."

## **Staff Training:**

Staff are trained regularly with regard to SEND and specific training is offered according to need. The School Nurse Team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these include Speech and Language Difficulties & Bereavement.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

## **Managing Pupils Needs on the SEND register:**

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

Children and families are involved in planning for progress through termly review meetings. The child's voice is central to every review of progress.

Provision for pupils, requiring a Pupil Passport, could be both on a 1:1 basis or as part of a small group.

A child will be exited from the SEND register when they are accessing adaptive practice within the class; that is they do not need anything above and beyond what is offered to the class as a whole.

## **Assessment**

- All pupils will be assessed by their class teacher, this will be a combination of formative and summative assessments. These assessments are discussed with the Headteacher at Pupil Progress meetings.
- For some pupils, school may assess using PIVATS which breaks objectives down into smaller steps. This is then shared in pupil progress meetings and a PIVATS judgement would be recorded for the child.

## **Supporting Children and Families:**

Families can be directed towards the school's SEN report and Lancashire's Local Offer in order to make decisions about next steps for children.

Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with a Statement of SEN / Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001. To ensure access for pupils or parents/carers with disabilities, the site is on a single level with three ramped access doors and toilet facilities for the disabled.

At school we pride ourselves on having strong links with other agencies. We work alongside:

- Lancashire SEND Information, Advice and Support Service (SEND IAS)
- Children's Social Care
- School Nurse Team
- Lancashire County Council

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

### **Supporting Children with Medical Conditions:**

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. We ensure that school leaders consult health and social care professionals, pupils and parents so that the needs of children with medical conditions are effectively supported. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

The person responsible for coordinating provision for children with medical needs is the Headteacher.

### **Monitoring and Evaluating SEND Provision in School:**

The SENCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENCo feeds back to the SEND Governor. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

### **Training and Resources:**

Training needs and resource implications are identified through pupil progress meetings. The Senior Leadership team is responsible for overseeing provision in school.

Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions.

The SENCo regularly attends training to keep up to date with local and national updates in SEND. This information is then passed to staff informally or through school INSETs and staff meetings.

### **Funding:**

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

### **Storing and Managing Information:**

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

## **Transition**

Each year pupils visit their new secondary school for taster sessions. A teacher from the local secondary school visits the Year 6 class to discuss their transition and answer any questions our pupils may have.

The Year 6 class teacher completes detailed transition information, not only about academic progress and achievements, but friendships and additional needs. Our Year 6 teacher meets with the Head of Year 7 to ensure all individual information is transferred.

The SENCO will also ensure all SEND documentation is transferred to the secondary school.

## **Complaints Procedure:**

Should a parent/carer have a concern about the provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues, then the SENCO and class teacher will meet with the parent/carer. If the concern cannot satisfactorily be dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the issue, the parents will be invited to put their concerns in writing to the SEND Governor, The chair of governors, Mrs Rachel Fairs will be involved after other avenues to resolve the situation have been exhausted. If the issue is not resolved to the parents'/carers' satisfaction, they will be directed towards SEND IAS and the Local Authority.

## **Lancashire's Local Offer**

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

## **Eccleston Primary School Offer**

### **Review of SEN Policy**

Eccleston Primary School will review this policy annually and the associated procedural framework annually.

**Written: September 2024**

**Review date: September 2025**