



Special Educational Needs and Disability (SEND) Policy

Rationale

We, at Eastlea Primary School believe that:

- the purpose of Education for all children is the same: the goals are the same; the help that individual children need in progressing towards them will be different
- all children have a right to a broad and balanced curriculum designed to enable them to maximise their full potential
- the school has a responsibility to deliver its curriculum so that all can benefit and become fully participating members of the school community
- provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We recognize the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

This policy was developed from the model provided by Northumberland County Council, modified by the SENDCO, discussed with the Head Teacher and the SEN Governor and is reviewed on an annual basis. It was shared with all staff via School360 and a hard copy provided in the staff room. A copy for parents/families was made available on the school website with paper copies made available on request in school.

Eastlea's SENDCO is Mrs C Shimmin (National Award for SEN Coordination awarded in July 2011). The SLT team consists of only the Head and the two deputies. The advocate on the SLT is the Head Teacher.

Policy:	SEND Policy
Published by:	Governing Body
Author:	Clare Shimmin - SENDCO
Version:	
Status:	Draft 1
Issue Date:	May 2018
Next Review Date:	September 2019 & checked annually

SEND Policy

Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 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)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing SEN Information Report for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2015) states:

Xiii 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.

Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

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

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well being and development. Our SEN Information Report provides further information about the agencies we work with.

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEN, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

For children who receive Higher Needs funding or have a statement or EHC plan, an Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets. Class teachers and the SENDCO are available for further discussion when necessary.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- Assess - in identifying a child as needing SEN support, the early years practitioner/class teacher, working with the SENDCO, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour

etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support. Each class teacher produces a Provision Map termly for their class which will show any interventions or support each child is receiving. Group Intervention sheets are also produced by staff to record and keep track of children's progress within these intervention groups. These are monitored and updated each term or when an intervention comes to an end.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENDCO, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

SEN support in the Early Years

We recognise that it is important in the early years that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child. If we identify a child in Early Years as having SEN we work closely with parents to establish the support the child needs at this early stage.

The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is completed for children in the final term of the year in which they turn five. This is particularly helpful for children with SEN and is used to inform plans for future learning and identify any additional needs for support.

In addition to the formal checks, early years staff monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will then consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from staff observations and from any more detailed assessment of the child's needs. Staff particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. At this stage staff may use Northumberland Council's 'Inclusion Toolkit' to identify and support children with additional needs. An Inclusion Wheel may be produced in consultation with parents to plan the support and actions that will be taken. This will be reviewed termly and progress closely monitored. Specialist advice may be sought from beyond the setting, which can be used to inform decisions about whether or not a child has SEN. All the information is brought together with the observations of parents and considered with them.

Our school's graduated approach to SEN

Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

Level 2:

Additional School Intervention

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. (provision maps and group intervention sheets). At this stage support from other agencies may be sought.

Level 3:

High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agency support this. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. At this point the school may apply for Top up funding to provide the extra support a child may need. If this support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, may request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

How do we support Learners with needs in specific areas?

Speech, Language and Communication Needs (SCLN)	If your child has been identified as requiring additional speech and language support there is a teaching assistant within school to provide this, usually on a 1:1 basis 2-3 times each week. She works closely with a professional from the Speech and Language therapy (SALT) Service. Your child is usually referred to this service via nursery or school as soon as a specific need is recognised. You may have also been referred to this service before your child starts nursery. If this is the case, school can liaise with a professional from the Speech and Language Therapy Service to continue this support.
Physical Disability	Your child may require a specific exercise program which needs to be carried out regularly at home and in school. We have a specific member of staff who is experienced in this area and will carry out these exercise programs, meeting with professionals from Occupational Therapy and other Physiotherapy services to review the child's progress and update exercises as required. She will also be aware of any extra resources needed to carry out these programs or to meet a specific need.
Specific Learning Difficulty e.g. Dyslexia (SPLD)	With support from SENDCO specific programs/interventions are used for literacy and Numeracy difficulties such as read Write Inc. and LEXIA. The SEN teacher in school also works with individual children and groups who have been recognised to have specific needs. This may involve using a specific program tailored to meet the child's specific needs. Progress assessed and monitored regularly.
Hearing Impairment (VI)	We receive support from the Hearing Impairment Service who monitor children with a specific Hearing Impairment. They advise school on the relevant support package needed and regularly check any equipment used in school.
Visual Impairment (HI)	We receive support from the Visual Impairment Service who monitor children with a specific Visual Impairment. They advise school on the relevant resources needed and regularly check the progress of children they are involved with.
Autism Spectrum Disorders (ASD)	Advice and support from SEND Support Services. This involves Termly meetings and reports which help school and provide strategies to support children with needs in this area. We also have staff trained in this area who are experienced in ways to deliver the best support package or intervention for these children,
Social, Emotional, Mental Health Needs (SEMH)	This may involve group interventions or individual behaviour support packages. School receives further support and advice from SEND Support Services or CYPS if required. We run Nurture Groups in most year groups from Nursery to Year 6. Again we have staff specifically trained in this area to provide the support needed. Each class also has weekly PSHE lessons. We have recently began the whole school THRIVE approach to supporting children with needs in this area. We have two members of staff currently undergoing training, however all staff are using this approach in their daily work with children in school. We have a designated THRIVE room, which children can use.

Monitoring and Assessing the progress of SEND pupils in school

- The child's progress is continually monitored by his/her class teacher.
- The SENDCO monitors the progress of all SEND pupils each term, based on any assessments they have done during assessment week. These may be class based or specific assessments linked to any interventions they may have been involved in. This information is used to monitor the progress of the children but also the effectiveness of interventions.
- His/her progress is reviewed formally in our Pupil Progress meetings each term. The SENDCO is always updated at these meetings about the progress of individual children on the SEN register.
- The EYFS profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is completed for children in the final term of the year in which they turn five. This is particularly helpful for children with SEN and is used to inform plans for future learning and identify any additional needs for support.
- If the child is in Year 1 and above, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- An assessment tool called 'Target Tracker' is used for all children in school. The class teachers and SENDCO liaise each term to monitor the children with SEN and the progress they have made on the Target Tracker system. This is also a useful tool to record evidence of the progress SEN children have made. This may include observations/photos of children's work or a written record of a specific achievement made by a particular child. This evidence is kept in the SEN file for each class.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children with an Intervention and Support Plan will have their plan reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.
- The SENDCO will check that your child is making good progress within any individual work and in any group that they take part in. To measure smaller steps of progress for some individuals in different curriculum areas, a range of different assessment tools are used. Currently for Numeracy, the Sandwell Early Numeracy Assessment tool is used to measure small steps of progress in different areas of numeracy. In Literacy the SEN teacher may use programs such as 'Action Words' which is a multi-sensory approach to reading and spelling High Frequency Words. This is assessed each term to measure the progress the children are making.
- Group Interventions are recorded and monitored termly by the SENDCO in school. The member of staff running a particular intervention will provide the SENDCO with details of each intervention group and the progress they are making. This allows the group to be closely monitored and decisions can be made to plan for future interventions. This is part of an '**Assess- Plan- Do Review**' cycle which is an integral part of the provision of SEN support in school.

Home School Partnership

- At our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.
- All parents and /or carers are invited to meet with their child's class teachers in the Autumn and Spring Term as well as receiving an annual report.
- Parents of children identified as having SEN are also invited to a further consultation once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.
- Parents/carers are also invited to attend additional curriculum events/workshops in school when they occur, e.g. autumn term – reading challenge launch event, spring term maths open afternoon, Early Years reading/maths activity sessions and class based open house events linked to educational topics/visits.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets. As part of the review process, SEN pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

In order to ensure the most effective 'SEND' provision, the SENDCO / has the following procedures in place:

- *Opportunity for weekly meetings with the Head teacher*
- *Meetings with key stage coordinators as required*
- *Annual meeting with the Governor responsible for SEN as well as informal discussions in school as required.*
- *Half termly meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.*
- *Pupil progress meetings*
- *Regular meetings with the Teaching Support Assistants when required*
- *Providing support to staff about the THRIVE approach/THRIVE room and how this can be used to support children with Social, Emotional and Mental Health needs in school.*

Staff Development:

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'. We have recently began the whole school THRIVE approach to supporting children with needs in this area. We have two members of staff currently undergoing training, however all staff are using this approach in their daily work with children in school.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy

¹Review of policy

A copy of this policy was agreed by the Governing Body

Signed: ____ C Shimmin _____ Date: May 2018

Signed: ____ D Oliver _____ Date: May 2018

Appendix 1 Broad areas of need From Code of Practice (0-25) January 2015

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. 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.
- 6.29 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.

Cognition and learning

- 6.30 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), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, 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.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 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.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- 6.34 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.