

EASTINGTON PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Date of next review: Autumn 2026

Headteacher: James Phillips

Chair of Governors: Alvin Fernandes

SEND Coordinator: Donna Goodwin

Eastrington Primary School

Special Educational Needs Policy

Headteacher: Mr. J.Phillips

Chair of Governors: Mr. A Fernandes

SENCO: Mrs Donna Goodwin

SEN Governor:

Adopted Summer 2015

To be reviewed: Autumn 2026

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014 & January 2015) 3.65 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 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children safe in Education

Special Educational Needs (SEN) Policy

Aims

The aim of Eastington Primary School is to ensure that all our children are happy, fulfilled and challenged in a rich learning environment, which aims to cater for their individual needs, preparing them well for the next stage in their education and develops a love for learning. We see all children as equals - whatever their needs and irrespective of ability, race or gender.

Eastington Primary School believes:

- a child with SEND should have their needs met.
- a child with SEND should (where it is in the child's interests) have the opportunity to learn and play with typically developing peers of the same age.
- a child with SEND should have the chance to participate fully in the extracurricular life of the school.
- the views of the child should be sought and considered.
- parents have a vital role to play in supporting their child's education.
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

1. Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To ensure that pupils have a voice in this process.
- To provide advice and support for all staff working with special educational needs pupils.
- To make clear the expectations of all partners in the process.
- To develop and maintain partnership and high levels of engagement with parents to ensure they are able to play a part in supporting their child's education.
- To ensure access to the curriculum for all pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.

Defining Special Needs

A pupil is considered to have SEND if he or she has defined difficulties over and above those generally experienced by the majority of his/ her peer group. These difficulties may be sensory, cognitive, physical, social and emotional and some children may have

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complex needs which cover a range of difficulties. This policy aims to address the needs of these pupils.

Needs that are not SEND but may impact on progress and attainment:

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

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be assumed to have SEND.

This is the definition of special educational provision under Section 21 of the Children and Families Act 2014. The Special Educational Needs Code of Practice January 2015 provides further guidance and is followed at Eastrington Primary School.

A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made.

A child has SEN if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

2.2 Types of SEN

There are four categories of need:

- **Communication and interaction** - this includes children with speech and language delay, impairments or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features of autism.
- **Cognition and learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or physical needs** – this includes children with sensory, multi-sensory and physical difficulties.

Provision at Eastrington Primary School for children with SEND

Under the Special Educational Needs Code of Practice 2015, the needs of and provision for children with SEND can be considered as falling into four broad areas:

Communication and Interaction

Children, who may have difficulty communicating with others. Difficulties understanding language, or unable to use the social rules of communication.

Cognition and Learning

Children who learn at a slower pace than their peers; even when appropriate differentiation is in place. This may include moderate, severe or complex learning difficulties: as well as physical disability or sensory impairment.

Social, Emotional and Mental Health difficulties

Children may present as withdrawn or isolated. Alternatively, they may be challenging, disruptive or display disturbing behaviours.

Sensory/Physical needs

Children who may require special educational provision because their need prevents or hinders them making use of the educational facilities generally provided. These may include visual, hearing, or multi-sensory impairments, or physical disabilities.

A Graduated Approach to SEN Support

1.1 How we identify pupils as having SEN

At Eastington Primary School our teachers understand that high quality teaching, differentiated for individual students is the first step in responding to pupils who have or may have SEN. In many cases such planning will remove barriers to learning for most pupils. Reviews of the quality of teaching will include teacher's understanding of strategies to support vulnerable students where appropriate.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of quality first teaching they are discussed with the Headteacher and SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning; we take all parental requests seriously. Frequently, the concern can be addressed by quality first teaching or some parental support. Otherwise, the child is placed at SEN on our SEN register.

1.2 Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' evenings (autumn and spring terms) or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being provided with SEN Support and placed on the schools' SEN register,
- discuss assessments that have been completed,
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' as required in the SEND Code of Practice.

Thereafter, parents and depending on their age, and their interest, the child may be invited to attend all or part of a meeting at least each term to review progress made, set targets and agree provision for the next term. Where it is not appropriate to invite children to meetings, their views will be sought through the Termly Support Plan which will be completed during school time by the child and a member of staff they feel comfortable with.

1.3 Assess, Plan, Do, Review

Where a student is identified as having SEN, action will be taken with the aim of removing barriers to learning. This will take a four –part cycle, known as the 'graduated approach'. The four parts to the cycle are:

Assess – When a child is identified as requiring SEN support the class teacher, together with the SENCO will carry out an assessment of need. This will involve teacher assessment and their knowledge of the pupil, prior progress and attainment of the pupil along with progress and attainment in comparison to their peers and national data.

See also 3.2 working with parents and children.

Plan – In consultation with parents and pupils, the teacher and SENCO will agree the support to be put in place along with the expected impact on progress and a date for review. This will be recorded in a Termly Support Plan.

All relevant members of staff working with the pupil will be informed of their needs and any support or strategies that have been put in place.

Do – The class teacher will be responsible for carrying out or overseeing any provision put in place for pupils and for assessing and evidencing their impact, working closely with teaching assistants or specialist staff involved.

Review – The Termly Support Plan will be used to record the effectiveness of provision, in line with the date agreed at the planning meeting along with the views of the pupil and their parents. A decision is then made as to whether to continue with the current provision, to try a different approach, or to allow a period of consolidation in class.

The SENCO will oversee this process, support staff and monitor overall pupil progress when the agreed support and intervention have taken place.

1.4 Specialist Advice and Support

Where a pupil continues to make less than expected progress due to SEN, despite well matched provision, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

Where, despite the involvement of specialist staff, pupil progress is still a concern we will consult parents about the possibility of applying for an Education Health and Care Plan (EHCP). Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

1.5 Education Health and Care Plans

EHC Plans will be issued when the special educational needs of a child cannot be reasonably provided for with resources normally available within our school.

If the application for an EHC Plan is successful, a meeting will be called for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, an EHC Plan will be produced which will record the decisions made at the meeting.

1.6 Record Keeping

Additional or different provision made for SEN pupils will be recorded termly by the SENCO on a provision map. This will be reviewed and updated in line with Termly Support Plan meetings.

The Termly Support Plan will be used by teachers as a working document to support the implementation of targeted provision and planning for pupils, to monitor additional provision and track their progress.

If a pupil receives support exclusively from a specialist service that create their own provision plan such as, a speech and language therapy plan, this will be used in place of a Termly Support Plan.

Each child receiving SEN Support will have their views recorded on their Termly Support Plan evidencing details of additional provision and expected outcomes along with the views of parents and teachers. These will be reviewed on a termly basis and updated if necessary.

EHC Plans will be reviewed annually.

2. Training and Resources

In order to maintain and develop the quality of teaching and provision which is responsive to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs can be identified as part of Pupil Progress Meetings and annual Staff Appraisal meetings. Throughout the year the SENCO will work with teachers and teaching assistants to identify any specific SEND training needs and all staff have access to the Local Authority Continuous Professional

Development (CPD) booking system and can request training in areas they have identified for development.

Whole school training on SEND will include teaching assistants and is often accessed via the schools Educational Psychologist. Within school we have a variety of resources, such as the Inclusion Development Programme (IDP) to support training and advice from specialists.

The SENCO attends cluster meetings with local schools as well as Local Authority forums in order to keep up to date with local and national updates in SEND.

All mainstream schools are provided with a budget to support those with additional needs. The overall level of funding for SEN provision is delegated by the Local Authority and identified in the school budget. The SEN budget is normally used to provide support from Teaching Assistants, specific training for staff and specialist SEND resources. Where we are not able to meet the full cost of more expensive SEN provision the Local Authority may sometimes provide additional top-up funding.

3. Roles and Responsibilities

3.1 Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governing body identify one Governor who liaises with the SENCO and has specific oversight of the school's arrangements and provision for meeting the needs of SEND pupils and who champions the issue of special educational needs within the work of the governing body.

The SEN Governor is : Mrs Jenny Preston

3.2 The Headteacher

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCO who keeps the Headteacher and governing body informed to ensure our school meets its responsibilities.

3.3 The SENDCO

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Advising on the Graduated Approach to providing SEN support.
- Liaising with and advising staff on a variety of SEND issues including training needs.
- Working with the Headteacher to decide on deployment of the schools delegated budget and / or other resources.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010)

- Liaising with parents of pupils with SEN.
- Liaising with and being a key point of contact for external agencies including educational psychology services, health and social services, and voluntary bodies
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3.4 All teaching and non- teaching staff

- Inform or seek advice from SENCO when necessary.
- Gather information and make formal assessment of pupils.
- Inform and discuss with parents their concerns and review these regularly.
- Take action to meet pupil needs within normal classroom work through quality first teaching (including differentiation).
- Where appropriate record strategies / actions taken.
- Plan and monitor SEN provision within their classroom with support staff where appropriate.
- Ensure Termly Support Plans are an integral part of weekly planning.
- Use a Graduated Approach to SEN provision (section 3).
- Track the progress of SEN pupils including their progress towards identified targets / goals.
- Review Termly Support Plans in conjunction with the SENCO, parent and student.

4. Storing and Managing Information

Information is stored in line with the Local Authority Retention of Documents Guidance.

5. Complaints

At Eastrington Primary School, wherever possible, we strive to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs, the following lines of action should be taken initially:

- Raise initial concerns with the Class Teacher. Usually any problem can be dealt with and resolved at this stage. The Teacher will pass any concerns on to the SENCO.
- Arrange a meeting with the SENCO, usually the Class Teacher and occasionally the Headteacher will attend. If the complaint continues to be unresolved the Headteacher will become involved.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

6. Reviewing this Policy

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Appendices

East Riding's Local Offer (Link below)

<https://www.eastridinglocaloffer.org.uk/>

New Code of Practice 2014 (link below)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>