

Eyres Monsell Primary School

SEND Policy:

Special Educational Needs and Disability Policy



"Aspire Enjoy Achieve"

May 2017

Special Educational Needs and Disability (SEND) Policy

Eyres Monsell Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

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

At Eyres Monsell it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We work hard to secure special educational provision for our SEND pupils, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The SEND team at Eyres Monsell Primary School

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Sally Applebee-Lewis– SENCo and Deputy Headteacher

Mrs Dianne Weaver– SEND link Governor

Mrs Kerry Hill – Headteacher and credited SENCo

Please make an appointment with the school office if you wish to speak to the SENCo.

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 4 Areas of SEND

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory/physical*

We believe that every teacher is a teacher for every child or young person including those with SEND and as such we place quality first teaching at the heart of everything we do.

At Eyres Monsell Primary School we are committed to raising the aspirations of and expectations for all pupils, including those with SEND. Our school provides a focus on outcomes for all children and young people and not just hours of provision or support. Our school commits to:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provide in the SEND Code of Practice, 2014
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- Provide support and advice for all staff working with special educational needs pupils

What are Special Educational Needs?

“A child or young person has special educational needs if he or she has a learning difficulty, health issues or disability which calls for special educational provision to be made for him or her. Special educational ‘provision’ means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” **Code of Practice 2014**

The purpose of SEND identification is to work out what action the school needs to take, not to fit a pupil into a category. At Eyres Monsell Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Prior to SEND identification we consider issues that are **NOT SEN** but may impact on progress and attainment, these may include;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is no longer a classification for SEND but can still provide a barrier to learning. We recognise that unwanted behaviour is an underlying response to a need, and as a school we know our young people very well so are able to offer Social, Emotional and Mental Health support, targeted at the needs of the child, and we also offer support to families in the home environment through our Family Support Worker (Mrs Boddice).

The school recognises that the needs of high achieving children should also be catered for and recognised as a ‘special educational need’.

This SEND policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs, and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Identification of SEN support needed.

Before a pupil is added to the SEND register a rigorous process will have been adhered to. We always begin with Quality first teaching, as the class teacher knows their pupils well and will record the different approaches, strategies and personalised learning adjustments made to try and address any concerns about the learning of a pupil. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

At Eyres Monsell we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Once personalised strategies have been tried and reviewed, we will invite parents and/or carers in for a teacher consultation to discuss the provision being made and plan the next steps together. At this point we will also diarise a review date when the class teacher, the school SENCO and parent/carers can review the success and impact of the strategies tried together. The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. These will include high quality and accurate formative assessment, using effective tools and early assessment materials. We will also talk to the pupil regarding their views and opinions on the strategies employed in class to help them. This cycle is known as **ASSESS – PLAN - DO – REVIEW**. On the agreed review date the class teacher, parents/carers and the SENCO will jointly decide whether a place on the SEND register is required and plan next steps and targets together. Parents/Carers should however be aware that the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. If progress is being made the pupil be monitored and reviewed regularly to ensure that this progress is maintained.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

For higher levels of need, we will draw on more specialised assessments from external agencies and professionals. This may involve filling in referral documentation and parents/carers will always be fully involved and their views and opinions sought before the school seeks extra support for a child. We work closely with our colleagues including

Speech and Language Therapy; Social, Emotional and Mental Health Team; Complex Learning, Communication and Interaction support team; Autism Support; Early Years Support; Education Psychologists and Occupational Therapist.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENCO and individual teachers to ensure all children have equal access to succeeding in all lessons and areas of school life.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and accessing lessons
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their learning behaviours and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Supporting Pupils and Families

Parents should be aware of the local offer available from <http://www.localofferleicester.org.uk/> This is a service that:

- Helps you understand what schools and service providers are required to do for SEND children and young people
- Helps the parents and carers of young people with SEND find support for themselves
- Clarifies who is responsible for services for SEND children and young people
- Gives you the information you need to ensure your SEND child can thrive

Eyres Monsell Primary School also publish our SEN Information Report which is available from our website and can provide you with in depth information on our SEND provision. <http://www.eyresmonsell.leicester.sch.uk/teaching-and-learning/3811-inclusion-and-additional-needs.html>

This document provides information and advice on:

- Who to talk to in school about SEND and your child's learning
- The different types of support available for SEND children in our school
- What to do if you have concerns about your child, and what will happen if we have concerns about your child.
- How extra support is allocated and how the children move between levels of support
- The people other than teachers that provides SEND services in school. EMPS act as a link between the parents and outside agencies e.g. Visual Support Team, Speech and Language Therapy, who may be asked to provide support, advice and assessments
- How we help our teachers to work with SEND and training provided
- How teaching will be adapted for a child identified as SEND
- How we will measure the progress of your child
- The support we offer for parents of our children with SEND
- The support for your child's overall well-being
- How the school manages the administration of medicines
- How the school is accessible to children with SEND
- How we support children joining or leaving the school or moving year groups. EMPS have regular contact with the on-site Sure Start to ensure children coming from the pre-school have a smooth transition into our Foundation Stage. At the end of the school year Transition days support children moving from one class to another. EMPS also have good links with Secondary Schools, who have taster days and offer enhanced transition packages for pupils with SEND.
- How your child can contribute their views
- Support for behaviour, avoiding exclusions and increasing attendance
- How children are included in learning outside of the classroom including trips
- How the school's resources are allocated and matched to SEND needs
- Specialist services and expertise accessed by the school

- Staff training for staff supporting children with SEND
- What to do if you would like to complain
- Provision and access maps for all 4 areas of SEND

Supporting Pupils with medical conditions

Eyres Monsell Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has a policy on managing medical conditions which can be found on the school website or is available from the school office.

Monitoring and Evaluating SEND

Because Monitoring and evaluation arrangements promote and active process of continual review and improvement of provision for pupils Eyres Monsell Primary School carefully monitor and evaluate the quality of provision we offer all children. There are several ways in which we do this including:

- Monitoring the effectiveness of interventions by comparing progress made.
- Actively seeking parents views, pupils views and staff views.
- Involving our school governors in evaluating our provision.
- Carefully analysing data to look for gaps in attainment and opportunities.
- Planning evaluation to check for differentiation and support.
- Book scrutinies to monitor quality of work and areas for development.
- A rigorous approach to monitoring targets and the rates of success.

Training for SEND

Alongside all of the training listed in our SEN information report

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school's SENCOs regularly attends SENCO network meetings and SENCO Hubs in order to keep up to date with local and national updates in SEND.

Accessibility

Eyres Monsell Primary School has an accessibility policy and accessibility plan, these can be found on the school website or are available from the school office.

Complaints:

Should parents or pupils be dissatisfied with the support Eyres Monsell Primary School has provided, the initial concern should be raised with the headteacher. If the concern cannot be resolved with the school directly, a formal complaint can be made via the schools complaints procedure, which is accessible from the school office or the school website.

Making a formal complaint to the Department for Education should only occur if it comes within scope of section 496/497 of the Education Act 1996 and after the above attempts at resolution have been exhausted.

Compliance and Review

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)
- Schools SEN Information Report Regulations (2014)
- 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

This policy was written in September 2015 and will be reviewed annually.

If you would like any further information please contact us by telephoning the school directly on 0116 2773855 or by e mailing the school office admin@eyresmonsell.leicester.sch.uk .