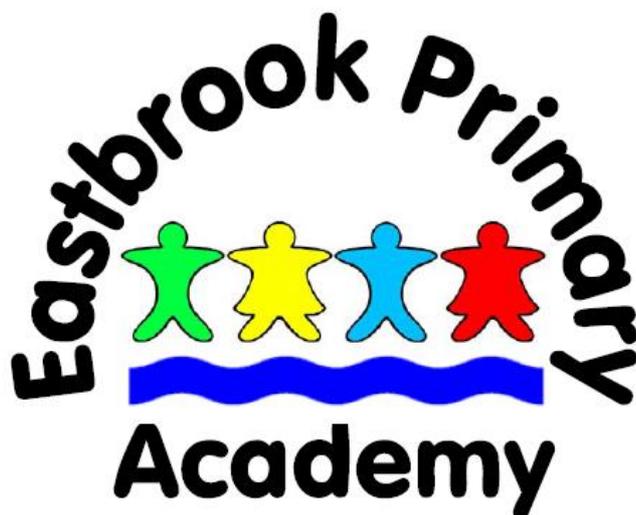


# *Special Educational Needs and Disability Policy*



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<b>Ratified by Governors</b>	<b>June 2017</b>
<b>Date for Review</b>	<b>June 2018</b>
<b>Signed – on behalf of Governors</b>	
<b>Signed – Headteacher</b>	<b>Julia Sherlock</b>

## Introduction

At Eastbrook Primary Academy we aim to provide access to a broad, balanced and differentiated curriculum for all children, including those who are in need of special educational provision to address their academic, emotional or physical abilities. We have high aspirations and expectations for all pupils and aim to ensure children are able to participate in all aspects of school life and develop a positive self-image, in order to achieve their potential and develop the confidence and skills to become independent learners living a fulfilling life.

## Definitions of Special Educational Needs (SEN) and Disability,

taken from the *Special Educational Needs and Disability Code of Practice: 0-25 years (2014)*.

*'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.*

*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*

***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'.*

Many children and young people who have SEN may have a **disability** under the *Equality Act 2010* – that is '*...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.***'

This disability definition includes sensory impairments such as those affecting sight or hearing, developmental impairments such as autistic spectrum disorders, dyslexia and dyspraxia, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition. School will have regard to statutory guidance '*Supporting pupils at school with medical conditions*' (2014) when planning provision for children with health needs.

The school will have regard to the *Special Educational Needs and Disability Code of Practice 0-25 years (revised version Jan 2015)*, the *Children and Families Act 2014*, *Equality Act 2010* and *SEN and Disability Regulations 2014* when carrying out its duties towards all pupils with special educational needs.

## Categories of SEN

Special Educational Needs can be categorised into one of the following broad areas:

- ◆ Communication and interaction – includes autistic spectrum disorders
- ◆ Cognition and learning – includes moderate or severe learning difficulties and specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- ◆ Social, emotional and mental health – includes anxiety, ADHD and attachment disorder
- ◆ Sensory and/or physical need – includes hearing or visual impairments

It is important to recognise for some children their needs may occur across more than one of these areas and may change over time.

## School Admission

Admission arrangements for pupils with SEN who do not have an EHCP are the same as for all other pupils.

Children who have an Educational Health Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Parents of children with EHCPs should contact their child's caseworker for further information.

In line with the Equality Act 2010, no child will be refused admission on the grounds of disability providing we can make appropriate provision. The school will use its best endeavours to offer suitable provision for children with a special educational need, which addresses their academic, communication, emotional or physical abilities through inclusive practice. The school makes reasonable adjustments to ensure access to the school by disabled pupils and that pupils with SEND are not treated less favourably than other pupils. Further details are available in our **accessibility policy** and **SEN Information Report**.

## Principles

1. Children and parents will be actively involved in decisions regarding SEN
2. Early identification, assessment and provision are important to ensure good outcomes.
3. All pupils are entitled to high quality teaching and a broad, balanced and relevant education ensuring progression and continuity.
4. The SEN child will be integrated into mainstream classroom activities as long as this can be implemented without the learning of other pupils being disadvantaged.
5. The school will allocate an appropriate proportion of its resources in order to meet the individual needs of SEN pupils.
6. The governing body will ensure that suitable arrangements are made for children with special educational needs.

## **The School's Objectives for Pupils with Special Educational Needs**

1. To identify the needs of pupils with SEN and plan appropriate provision as early as possible.
2. To ensure that each member of staff has the skills and knowledge to be able to identify and provide effective teaching for pupils who have SEN.
3. To involve parents and pupils in identifying strengths and barriers to learning and planning provision and outcomes.
4. To provide for children's individual needs through differentiated class teaching, small group or 1:1 intervention in class and/or for targeted work out of class as appropriate, and through effective deployment of resources to support learning.
5. To plan provision that will meet the needs of individual pupils through a graduated response, starting at Teacher Concern, then School Support, and Education Health Care Plans for pupils with greatest needs.
6. To work closely with outside agencies and implement advice given.
7. To monitor progress and adapt provision to ensure good outcomes.
8. To ensure SEN children participate fully in all aspects of school life ( Equality Act 2010)

## **Roles and Responsibilities**

### **SENCO**

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- advising on the graduated approach to providing SEN support (Assess, Plan, Do Review)
- supporting and advising colleagues on class strategies and effective intervention programmes
- attending relevant courses and ensuring effective CPD for all staff
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with local authority and independent or voluntary bodies on SEN matters

- being a key point of contact with external agencies, including education support services and health and social care professionals
- liaising with early years providers, other schools and potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and governing body to determine the strategic development of SEN policy and provision
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### **Headteacher**

- ◆ Has responsibility for the day-to-day management of the school's work, including provision for children with SEN.
- ◆ Has overall responsibility for ensuring the SEN policy is implemented.
- ◆ The head should keep the governing body fully informed of any issues pertaining to SEN.
- ◆ Work closely with the SENCo and liaise over current issues and provision.
- ◆ Provide facilities for INSET.

### **Governors**

- ◆ In co-operation with the Headteacher, should determine the school's general policy and approach to provision for children with SEN.
- ◆ Establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- ◆ Nominate a governor to take an interest in and closely monitor the school's work on behalf of children with SEN.
- ◆ Publish annually on the school website the SEN information report.

### **Class Teachers**

- ◆ *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code of Practice 2014).*
- ◆ Plan effectively to meet the needs of SEN children within their class.
- ◆ Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.
- ◆ Keep accurate and detailed records and fill in any relevant forms when necessary.
- ◆ Meet with parents on a regular basis to discuss progress and current concerns and strategies.
- ◆ Inform colleagues involved with the child of any relevant information pertaining to the child's progress.

- ◆ Write and implement Individual Learning Plans.

## **Identification, Assessment and provision**

### **Identification**

The school tracks the progress and development of all pupils and identifies any children working significantly below age related expectations or making less than expected progress. Comparisons are made to their peers within school and to national data. Identification of SEN is built into this whole school monitoring and will draw on a range of evidence:

- ◆ Information received from the previous school or pre-school may indicate a particular need.
- ◆ Assessment of skills and attainment on entry may also identify difficulties.
- ◆ Monitoring of progress and assessments carried out during the school year highlight any area of concern.
- ◆ Classroom observation and informal assessments may also contribute to identification of particular needs, including wider development or social needs.
- ◆ Parents or children may also raise concerns and highlight a particular need.
- ◆ Outside Agencies may alert the school to any difficulties a child may have.

The pupil's response to any additional teaching strategies or interventions put in place will also help to identify their particular needs.

Where it is determined that a pupil does have SEN, parent/carers will be formally advised and the school will work with them and pupils where appropriate, to put in place effective provision that leads to good outcomes and removes any barriers to learning.

### **Assessment**

#### Informal Assessments

This usually takes the form of observations within the class setting, review of outcomes on the child's Individual Learning Plan, discussion with pupil, parent or staff, scrutiny of work and monitoring records.

#### Formal Assessments

Assessments already carried out by the school are as follows:

- ◆ Baseline assessment and Early Years Foundation Stage Profile
- ◆ Speech and language screening in YR using Progression Tools
- ◆ Phonics Screening Y1
- ◆ End of Key Stage Assessment Tests- Year 2/Y6
- ◆ Standardised Tests in core curriculum areas - Year 3,4,5
- ◆ Salford Reading Assessment Sept/Mar from Y2 onwards
- ◆ Additional diagnostic assessments may be used in school or by outside agencies to support individual learning needs.

## **Provision**

Provision will be based on the following principles:

- ◆ Information received from the child's previous educational experience will be used to provide starting points for the development of an appropriate curriculum for the child.
- ◆ Provision will be based on all identified and assessed needs and will seek to address the pupil's particular strengths and needs.
- ◆ The first step will be identifying and focusing attention on the child's skills and highlight areas for early action to support the child within the class.
- ◆ Involving the parents in developing and implementing a joint learning approach at home and at school, this may take the form of an Individual Education Plan.
- ◆ School will use evidence based interventions and/or specialist resources targeted at the areas of difficulty.
- ◆ Provision will be reviewed with staff half termly or at the end of an intervention and as part of pupil progress meetings. The impact on learning and broader measures, including behaviour for learning will be assessed to ensure it is effective and represents value for money.
- ◆ Ongoing observations and assessments provide regular feedback to the parents about the child's achievements and form the basis for planning the next steps of the child's learning.

## **A Graduated Approach to SEN**

### **Quality First Teaching**

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

The school strives to identify SEN as early as possible in order to improve outcomes for the child. All pupils' skills and development are assessed on entry and reviewed regularly throughout the year.

Pupil progress meetings, attended by class teachers, senior leaders and SENCO, are held half termly in order to track and monitor the progress of every child. Any child working below expected levels of attainment and/or making slower than expected progress will be discussed and appropriate differentiated teaching approaches, resources and interventions will be implemented targeted at their areas of weakness. The child's response to this targeted provision will be reviewed as part of the assessment process.

Parent/carers will be consulted if there are any concerns and their views actively sought, as will the views of pupils.

The SENCO will be consulted as needed for support and advice and may also undertake further observations or assessments or consult external agencies as appropriate.

## SEN Support

A cycle of Assess, Plan, Do, Review will begin, as outlined in the Code of Practice (2014). This is an ongoing cycle which will ensure provision is revised in line with a developing understanding of the pupils needs. It will also enable the identification of strategies and interventions that are effective in supporting the child to achieve good progress and outcomes.

**Assess:** analysis of pupil's needs, based on assessment and the experience of school staff, pupils and parents. This should be used to identify any barriers to learning and inform the planning of provision to achieve good outcomes. This assessment should be reviewed regularly. This may involve outside professionals from other services, including health, social care and educational support services.

**Plan:** An Individual Learning Plan (ILP) or pupil profile will be agreed in consultation with parents and the pupil. This will show the adaptations, support and interventions put in place and the expected impact on progress, development or behaviour. All staff working with the child will be made aware of their needs, support to be provided, any particular teaching strategies and the outcomes that are being sought.

**Do:** The classteacher will remain responsible for the pupil even when he/she is working in intervention groups away from the classteacher. They will work with teaching assistants or specialist staff to plan and assess the impact of any support and interventions and how they are linked to classroom teaching. The SENCO will support with any further assessment, problem solving and advising on effective support.

**Review:** The impact and quality of the planned provision will be evaluated and reviewed with pupils and parents on at least a termly basis, through informal feedback, parent consultation and termly reports. Both parents and pupils will contribute to this process. The school will draw on more specialist expertise as required, and will always involve specialists where the pupil is making little progress or working substantially below expected levels. Parents will be involved in any decisions on consulting specialists and records of discussion or actions will be shared with parents.

## Education, Health Care Plans

If after further reviews the child demonstrates significant ongoing or complex needs and a continued lack of progress despite effective interventions and actions over a minimum of two terms, further evidence will be gathered from other agencies and from parents and an assessment of their education, health and care needs will be sought.

The decision to issue an Education Health Care plan is made by the local authority. The plan will extend from 0-25 years and will record long term outcomes and provision required to enable these to be achieved. The local authority may provide additional funds to the school to meet the needs of that child. Individual learning plans are then written to meet short term small steps towards the outcomes identified on the EHCP.

The EHCP is reviewed annually and the school will write a report on progress made towards the outcomes. All the professionals involved are invited to write a report on progress made and/or are invited to the review meeting. The views of the parents and the child are also sought and recorded as part of the review process.

## **Recording and Reporting**

An Initial Teacher Concern form is completed when the teacher first voices a concern about a child with the SENCO and a meeting will be arranged with the parents/carers to seek their views. Strategies and interventions are discussed and agreed, written down and a review date is set. Where appropriate a referral may be made to an external agency for further assessment.

If the child has not made progress in response to this, a further meeting with parents will be held and parents advised that the school will make special educational provision at SEN Support. This will be recorded on school management systems and a SEN file will be created to hold all records, letters or reports relating to their needs.

An *Individual Learning Plan* or provision map will record the extra and different provision being made for a child.

A register of pupils with SEN is also kept and up-dated termly on school management systems.

The school will publish on the website an SEN Information Report which will be updated annually. The SEN policy will also be available on the school website.

## **Exit / Success Criteria**

### **Success criteria**

- ◆ All pupils with SEN are fully included into the school and have access to a broad, balanced and relevant education.
- ◆ Children with ILPs are achieving their outcomes and making good progress from their start points
- ◆ Liaison takes place regularly between class teacher, Inclusion Team, parents and pupils, and all involved are aware of progress made.
- ◆ Outside Agency advice is sought when appropriate, shared with staff and parents and recommendations are reflected in planned provision for the child.
- ◆ The register of SEN is up to date and contains those children with SEN in the school.
- ◆ Records are up-dated regularly and accessible to those who need them.

### **Exit Criteria**

- ◆ Children make sufficient progress and extra and different provision is no longer necessary.
- ◆ An Education Health Plan is no longer necessary because sufficient progress has been made and the outcomes on the plan have been met.

## **Curriculum**

SEN children have access to the National Curriculum at the appropriate level to suit their needs. Class teaching is differentiated to meet their needs and they may receive access to modified or different resources, different ways of recording their work or additional staff support.

Some children may need support to develop good behaviour for learning, including personalised reward systems or additional adult support to help develop skills, confidence and overcome emotional barriers to learning.

The school also runs a number of evidence based interventions to enhance pupil progress and develop skills. These include

1stclass@number

Speech and language groups, including Schoolstart, Narrative therapy, Language for Thinking, phonology work

Play therapy/art therapy

Rapid Read

FFT Literacy

Jump Ahead (motor skills)

Rapid Phonics

Wesford (early support for dyslexia)

## **Funding**

The school receives funding from an agreed local formula and a notional SEN budget from which it is expected to resource support to children with additional needs, including those with SEND.

For children with high level needs in receipt of an EHCP the school may receive some additional funding which will be used to help deliver good outcomes for each child. This may be used for additional resources or flexible staffing and does not guarantee 1:1 support, which will only be offered if that is felt most appropriate.

## **Access**

There is a hygiene room and disabled lifts to allow access to interior stairs and reasonable adjustments can be made to allow further access. Please refer to the accessibility plan for further information.

## **Complaints**

The school will encourage early dialogue with the parents, their views will be sought and valued, in this way there is a greater chance of resolving potential problems. As soon as a difficulty becomes apparent the school will follow the procedures set out within the stages of the **REAch2 Complaints Policy and Procedures**

The LEA SEND Information Advice and Support Service (SENDIASS) will also provide advice to parents about complaints procedures.

## **Pupil Participation**

The school will involve pupils, where possible, in making decisions about their education, setting outcomes and reviewing their ILP. Any pupils with an EHCP will be asked their views during the review process and these will be scribed if necessary. This process will encourage the child to make choices about their education and will give them the opportunity to develop a range of social skills. Looked after children will contribute their views to their Personal Education Plan.

## **Working in Partnership with Parents**

Parents will contribute to any information gathering and assessment leading to an identification of a special educational need and participate fully in planning and reviewing outcomes for their child. Any concerns that the parents may have will be acted on and logged in the child's file for future reference.

Where appropriate, school will seek parental involvement to reinforce or contribute to progress at home.

The school seeks to provide user-friendly information and procedures to parents and communicate regularly on progress towards their individual outcomes.

The SENCO is available at parents evening and can meet with the classteacher or at a separate appointment. She is also available on an ad hoc basis.

### Supporting parents during education, health care needs assessment

This process can be very difficult for parents, the school will make sure that the parents are fully involved in the discussions leading up to the school's decision to request an assessment. The school will ensure that the parents are aware of local provision and will support the parents in visiting school in order to make an informed choice.

### SENDIASS

The LEA has a responsibility to provide a parent partnership service in order to provide information and advice to parents. Details of this service are available in school and parents are made aware of this service.

School will also inform parents about the West Sussex Local Offer website as a source of further information and support and will help make links with other agencies if appropriate.

## **Training and Staff Development**

The school is committed to ensuring all staff receive appropriate training to be able to effectively identify and meet the needs of SEN pupils and to build quality provision across the school.

Newly qualified teachers will meet with SENCO as part of their induction. This will introduce them to school structures and systems and enable a discussion about individual children in their class.

There is a rolling programme of CPD delivered at school based INSET to ensure understanding of the core areas of SEND, including strategies to support children with social, emotional and mental health needs (including attachment difficulties), and developing quality first teaching to support children with dyslexia and speech, language and communication difficulties, including children on the autistic spectrum.

Training may be delivered by the SENCO or a range of professionals with specialist skills including advisory staff, (learning and behaviour team and social communication team) and speech therapists.

Sensory support advisors offer specific guidance for pupils with hearing or visual impairment, and health teams, including occupational therapists deliver training to staff working with children with physical difficulties.

Referrals for external advice to support individual pupils also contribute to the knowledge and development of staff skills.

SENCO holds regular inclusion surgeries with staff to discuss provision for children of concern and support them in meeting their needs.

SENCO has an MA in educational inclusion. An additional member of staff has recently completed the SENCO National Award.

The school is also able to access support and training from 'The Hive', a specialist hub provided by Heronsdale school to share their expertise in meeting the needs of pupils with significant SEND.

SENCO meets termly with colleagues across the locality to share good practice and support the development of SEN provision.

Teaching staff and TAs are also able to access external INSET to develop their skills.

The school has achieved Dyslexia Aware Schools Award.

## **Transition Arrangements**

The school liaises with pre-school settings to discuss children entering school with identified SEND. For pupils with an EHCP or other pupils where it is felt appropriate, a transition meeting and action plan is agreed with parents and any outside agencies involved in supporting the child and family.

If a child with SEND leaves or joins the school at any other time, the schools will liaise to ensure the pupils needs and effective teaching strategies or interventions are shared, and any SEN records are transferred.

Additional transitional support within the school is arranged for pupils who may find transfer to a new class difficult.

For those pupils with SEN transferring at the end of year 6, the SENCO meets with the SENCo at the relevant Secondary school and information is shared and any transition support agreed. For pupils with an EHCP, staff from the new school will be invited to attend the annual review meeting. At the end of the school year, all the SEN records on the child are then transferred to the new school.

## Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

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

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010

West Sussex Local Offer Website

<https://westsussex.local-offer.org>

## APPENDIX 2: Related School Policies/Documents

Safeguarding Policy

Medical policy

Accessibility plan

SEN Information Report