



Emmanuel Holcombe C of E Primary Special Educational Needs and Disabilities Policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Policy written: June 2020

Written by: A Longstaff

Review date: March 2022

Definition of Special Educational Needs and Disabilities (SEND)

The Code of Practice for Special Educational Needs and Disability (2014) defines Special Educational Needs as follows:

“A child or young person has SEND 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:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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”

For children aged two or more, Special Educational Provision is “educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools”.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

(See Introduction to the 2014 Special Educational Needs and Disability Code of Practice: 0 to 25 years – sections xiii to xvii).

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Aims

As a school we aim to identify any child who has potential special educational needs as soon as possible. In doing so, we will put into place a system of support, monitoring and assessment. We work in close partnership with parents/carers, who play an active and valued role in their child’s education, seeking their advice and support from the start. We also value the child’s voice, including them in their learning journey, enabling them to have a say in their future targets and progress reviews.

We believe that all children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. Where appropriate we will seek the expert advice and support from outside agencies, in order for the child to achieve their potential.

Objectives

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set on Individual Pupil Support Plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Pupil Support Plans;
- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

The Role of the Governor:

The school's SEND governor is Miss Jo Venn

- Together with the SLT and SENDCo, decide the school's general policy and approach to meeting pupil's special educational needs for those with and without EHCPs;
- Support the school in ensuring that the necessary provision is made for any child who has special educational needs;
- Support the SENDCo in ensuring that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Ensure school has a written SEND policy containing the information as set out in the Education Regulations 1999 (reproduced in the SEND Code of Practice).

The Role of the SENDCo:

The school's SENDCo is Mrs Amy Longstaff, who is responsible for coordinating the provision of special educational needs throughout the school. Mrs Jan Thomond is the Assistant SENDCO and has a separate job description, with specific responsibilities.

The role of the SENDCo involves:

- Maintaining records of all SEND children (i.e. completing the census and keeping our 'overview of need' document up to date and communicate with staff
- Being a point of contact for staff, providing advice, supporting, liaising with them and where necessary helping to write Pupil Support Plans
- Advising on the graduated approach to providing SEND support
- Overseeing and maintaining specific resources for special educational needs and disabilities
- Hold annual EHCP reviews and complete and submit relevant paper work
- Apply for top up funding and EHCPs
- Host SEND 'solution circle' staff meetings
- Attend SENDco networking meetings and take pupils to discuss
- Take pupils to SEMH panel and present to panel
- Complete all Inclusion Allocation Panel referrals, school nurse referrals and EHCP applications
- Ensure all Pupil Support Plans are completed and shared with parents each block – monitor
- Ensure PSPs are reviewed at the end of each block – monitor
- Work with Teaching Assistants to devise intervention timetables
- To monitor effectiveness of interventions, checking Intervention Monitoring forms
- Organise support from SEN team for our SEND pupils
- Liaise with external agencies coming into school e.g. play therapy, OT, counselling;
- Liaising with the Designated Teacher for Children and Young People in Care (CYPIC) where a child has SEND
- Liaising with pre-schools, other schools and high school provision to ensure continuity of provision and smooth transition
- Co-ordinate SEND monthly drop-in sessions for parents
- Ensure all relevant documentation is on our website
- Liaise with other SENDCos to seek best practice
- Complete learning walks with a SEND focus
- Hold TA meetings to disseminate relevant information and share good practice e.g. share key points
- Share training opportunities with staff e.g. BEST training. Liaise with AL about arranging cover
- Pupil Voice: devise questions to ask our pupils (SEND focus) and collate evidence
- Hold performance management for TAs
- Alongside the Headteacher, recruit and organise the staffing structure for SEND
- Participate in Pupil Progress Reviews
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the Headteacher
- Be aware of the provision in the Local Offer and be able to work with professionals providing a

support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching

- 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

Medical

- Review and update existing Health Care Plans with parents
- Create any new HCP for new pupils and new medical conditions
- Update staff, kitchen, peelers and welfare staff of any changes
- Check medications are in date and contact parents for new medications
- Review and update red card system and share at staff meeting
- Ensure all health care plans are visible in classrooms and in class files
- Liaise with school nursing team to ensure staff training is in date e.g. epi-pen training
- Ensure any new university students, after school clubs, parent helpers are aware of HCP and emergency procedures, as part of their induction

Arrangements for co-ordinating provision for children with SEN: The Graduated Response

See Appendix B 'Graduated Response Document'

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the staff should follow our graduated response.

Stage 1: Class teacher

All teachers are teachers of children with special educational needs and they should have ownership of children's learning needs.

The Code of Practice (2014) states that "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." (para.6.36)

Also that "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching." (para.6.37)

The teacher's role is to initially identify a child who may have special educational needs and to complete a 'Initial Concerns Form' (**appendix A**) to be given to the SENDCO. As per the graduated response flow chart, the teacher will need to deploy Quality First Teaching strategies and differentiate resources to meet the needs of the child, using available TA support as necessary.

The needs of the majority of children will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. These will be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Stage 2: Pupil Support Plans

In consultation with parents and pupils, class teachers will draw up a Pupil Support Plan (PSP) which must be signed by parents and returned to the SENDCO. Pupil Support Plans are written at the start of each block and reviewed at the end of each block.

Pupil Support Plans follows the Assess, Plan, Do, Review model:

Assess

Following the completion of the 'Initial Concerns Form', initial assessments will be carried out to identify a child's individual strengths and needs.

Plan

A Pupil Support Plan will be set up, identifying SMART* learning targets for the child with SEN. Information from the class teacher, the child, their parents/carers, and in some cases, outside agencies who may be involved with the child, will be sought. The PSP is written by the class teacher. Information from the SENDCO and other agencies may be included.

SMART: Specific, Measurable, Achievable, Realistic, Time related

Do

The class teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above if necessary and collate an overall picture of the impact of PSPs and interventions

Review

The effectiveness of the support and interventions and their impact on pupil progress will be reviewed at the end of each block. Meetings with parents should be held at least five times per year i.e. the three review meeting, plus parents evenings. The class teacher, working in partnership with parents, will revise the support in light of the pupil's progress. A new PSP will be drawn up ready for the next block/cycle. The SENDCO will support the review stage if necessary.

Interventions

Emmanuel Holcombe employs a SEN Teaching Assistant, (Mrs Dearden) 5 afternoons a week to deliver SEND and SEMH interventions. At the end of each block, Mrs Longstaff and Mrs Dearden meet to review the impact of each intervention and to set a new timetable.

It is the joint responsibility of the Class Teacher, SENDCO and Head Teacher to review and extend the provision (if necessary) for any children with SEND who experience periods of long-term absence.

Stage 3: Specialist outside agencies

If a pupil does not make expected progress over a sustained period of time school will consider involving specialist outside agencies.

Stage 4: EHCP

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care (EHC) Plan. Where a child has an EHCP we will carry out an additional annual review which parents/carers, child, outside agencies, SENDCO and other staff as appropriate, will be invited to attend.

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement or EHC plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Monitoring and Evaluating

A variety of methods is used to monitor and evaluate the provision for and achievements of our pupils with SEND:

- Regular learning walks by the Senior Leadership Team and SENDCo which includes assessment on the provision for children with SEN
- Analysis of assessment data, with high expectations for the expectations of all children
- Pupil Progress Meetings held every block
- Pre and post assessments for those pupils who are withdrawn for targeted interventions

- Monitoring by the governor with responsibility for SEN
- Gathering the views of parents / carers and pupils via regular questionnaires
- Regular meetings between parents/carers, class teachers and SENDCO
- Regular SENDCO panel meetings between the SENDCO and officers from the LA's SEND team

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State. The parents/carers may be directed to Parent Partnership who are an independent group who offer advice and support to parents. They are able to liaise between parents and school and to attend meetings. This point of contact may prevent situations from escalating.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENDCO, with the Headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff can also request for further training that may help them with a particular SEN child. Staff who attend further courses will feedback on courses attended through staff meetings and TA meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCO. The SENDCO will attend regular LA network meetings and briefings.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. The SENDCO attends SENDCO consultation meetings on a termly basis. Where it is necessary to contact outside agencies, the SENDCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies include the Local Authority's SEND and Additional Needs Teams including the educational psychologist, learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents/carers' contribution to their child's education is valued highly by the staff of the school. The staff involve the SEN child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Pupil Support Plan. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the summer term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCO and by classroom buddies to ensure that they have a smooth transition. Liaison from Year 6 to Year 7 ensures a smooth transition and staff from Secondary Schools usually visit us.

Appendix A

Emmanuel Holcombe Initial Concerns Form

Date:

Name:	Year Group:
<p>Concerns:</p> <ul style="list-style-type: none">• • •	
<p>Current support/strategies being used in class:</p> <ul style="list-style-type: none">• • •	
<p>Next Steps: (What; Who; Timescale) This section will be completed with the SENDCo.</p>	

Appendix B

Emmanuel Holcombe Graduated Approach to SEND

Stage 1: High Quality Teaching and in class intervention	Stage 2: Pupil Support Plan/on Integris	Stage 3: Outside Agency/Support Plus	Stage 4: EHCP
Concern about a pupil learning needs, SEMH needs or behaviour	Learning needs are or behaviour increasing in frequency and or intensity	Learning needs are or behaviour is persistent, frequent, intense in nature	Learning needs are or behaviour is extremely challenging and complex
			
Class Teacher, Teaching Assistant and SENDCO	Teacher/ SEMH Lead/SENDCO	Partnership	Local Authority
<ul style="list-style-type: none"> • High Quality teaching and pre and post teach class interventions • Teacher carry out assessment of environment • Teacher carry out learning behaviour assessment and adapt the learning environment • Seek advice from colleagues at SEN solution circle • Talk to family and talk to pupil • Implement advice and feedback at following solution circle meeting 	<ul style="list-style-type: none"> • Set up a Pupil Support Plan • More than one intervention now taking place • SENDCO take pupil's case to helpline consultation with the Inclusion Services • Action Plan from Inclusion Services implemented 	<ul style="list-style-type: none"> • Specialist interventions in school • Additional Needs Team – referral to the Inclusion Allocation Panel • Specialist from ANT to complete an observation and write a report for school and parents • Multi-agency planning- Story So Far to be completed • Top Up Funding (Support Plus) application to be considered at this stage 	<ul style="list-style-type: none"> • EHCP Assessment • All evidence to be submitted to panel





