



**Special Educational Needs and
Disabilities Policy
October 2021**

Adaption for Elburton School

Horizon Policy

Version	Date	Description

Local Governing board adaptations

Version	Date	Description

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.66 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 (April 2015)
- School SEND Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions Dec 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Statement of Intent

All children who attend Elburton have access to a broad and balanced curriculum suitably differentiated to meet individual needs. We seek to promote effective learning for all children through high quality teaching, to ensure they make progress, realise potential and develop a sense of worth.

At Elburton Primary School we have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.

Elburton Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

The DFE Special Educational Needs and Disability Code of Practice (2015) states that:

‘A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’ (SEN Code of Practice 2015)

The School's Governing Body, Head Teacher, SENCO and all teaching staff have responsibilities to ensure that children with SEN have their needs met.

Aims

The aims of this policy are:

- ✓ To create an environment that meets the special educational needs of each child;
- ✓ To ensure that the special educational needs of children are identified, assessed and provided for;
- ✓ To make clear the expectations of all partners in the process;
- ✓ To identify the roles and responsibilities of staff in providing for children's special educational needs;
- ✓ To enable all children to have full access to all elements of the school curriculum;
- ✓ To ensure that parents are able to play their part in supporting their child's education;
- ✓ To ensure that our children have a voice in this process.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Areas of Need

We are an inclusive school, aiming to support all children and their individual needs, with high aspirations.

The Code of Practice identifies four broad areas of need;

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

At Elburton, staff work together to support the development and wellbeing of all of our children, including those with Special Educational Needs.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Bring a looked after or previously looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify.

Identification, Assessment, Provision and Review

Within every class there is a cycle of planning, teaching and assessing; this takes into account the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress, but those who have difficulty in doing so, may require further support.

Graduated Approach:

ASSESS - Teachers assess children as part of their daily teaching.

PLAN - If a need is identified they plan an appropriate intervention/strategy/resource

DO - The intervention is implemented

REVIEW - The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary.

This cycle of assessment and targeted intervention is ongoing and underpinned by high quality teaching.

The DFE Special Educational Needs and Disability Code of Practice (2015) states that:

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.’

We group the children into 3 SEN Stages of support:

SEND Stage	When is a child placed in this stage?	Type of support	Monitoring
SEN concern	When little or no progress is seen, despite high quality teaching and universal support	Support or resources required which is additional to or different from the usual differentiated curriculum. The class teacher may use different learning materials or equipment and allocate group or individual support.	Termly SEND review meetings with Head Teacher and SENCO Provision recorded on termly provision map by class teacher and monitored by SENCO

SEN Support	When specialist advice is needed to meet the needs of individual children, or, despite additional targeted intervention alongside quality teaching little or no progress is seen.	SENCO refers to an outside agency. Outside agency involvement for a diagnosed or non - diagnosed difficulty	Individual Education Plan (IEP) written upon advice and targets set from outside agencies, such as Speech and Language Termly SEND review meetings with Head Teacher and SENCO Provision recorded on termly provision map by class teacher and monitored by SENCO Team Around Me (TAM) meeting to co-ordinate multi agency support and target setting
EHCP	When the school has taken action to meet the learning difficulties of a child and the child's needs remain so substantial that they cannot be effectively met from the resources normally available to the school, then a proposal for consideration for an Education Health Care Plan (EHCP) is made to the Local Authority.	Statutory EHCP in place and part of the Annual Review cycle Access to outside agency support and advice as detailed in the EHCP	Termly SEND review meetings with Head Teacher and SENCO IEP to break down targets from EHCP Provision recorded on termly provision map by class teacher and monitored by SENCO Statutory Annual Reviews

The SENCO liaises with appropriate external agencies. These may include:

- Speech and Language Team – NHS or PLP
- Communication Interaction Team
- School Nurse
- Multi Agency Support Team including Family Support Workers and Educational Psychologist
- Transition support from the local secondary schools or preschools
- Social Services
- Primary/Infant Mental Health Team
- CAMHS
- Woodlands Outreach Team
- Child Development Centre
- Occupational Therapy
- Hearing and Visual Impairment support (PATSS)

In many cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENCo and head teacher.

Where pupils are made subject to an Education, Health and Care (EHC) plan, the school will work in close partnership with any specialist agencies as named on the Plan to provide support and specialist advice.

If a child has a number of outside agencies working with them, a Team Around Me will be called to ensure continuity and effective communication between all the relevant professionals and targets will be set accordingly.

Monitoring Progress

The SENCO will hold termly SEND Review Meetings with class teachers. The purpose of the meetings will be to review the progress of children on the SEN register. A commentary will be completed on the Pupil Progress sheet detailing what support is in place, any changes in circumstances and any advice from outside agencies. This is also an opportunity for advice to be shared and actions agreed upon.

Provision maps are completed termly to reflect the nature of support within the class.

Promoting Partnerships with Parents/Carers

Elburton Primary School actively encourages an open dialogue, both formal and informal, with parents/carers and values the contributions they make. Parents/Carers have a vital role to play in their children's' education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We will inform parents when we first identify that a child has a SEN and parents are encouraged to express similar concerns to the school. These should be made known to the class teacher in the first instance, then to the SENCO and/or Headteacher if appropriate.

Parents have access to an independent source of information and support. In Plymouth, this is provided by the Plymouth Parent Partnership Service. Information about this service is detailed in the Plymouth online directory

EYFS Transition

The SENCO and Foundation Stage teachers will liaise with the relevant preschools to plan enhanced transitions to the EYFS unit. Tailored programs of support and provision will be devised with all relevant professionals, alongside the family and the child.

Transfer from KS2 to KS3

The SENCO and Year 6 Class teachers liaise with the SENCOs of specific secondary schools about children with SEND, and tailored programs of support are put in place in the Summer term. For children with an EHCP the liaising starts in Year 5, through the Annual Review process.

SEND Policy Reviewed October 2021

Elburton Primary School follows the Public Sector Equality Duty 2011

It is the stated policy of this school that a child with Special Educational Needs has the same entitlement and consideration as every other child in the school.

The *Equality Act 2010* has brought together under one Act all of the requirements regarding equality and discrimination.

Public Sector Equality Duty, came into force in April 2011. Elburton Primary embraces this duty and takes

steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

There are nine 'protected characteristics' to which Elburton Primary School has regard. Age

Disability

Gender reassignment Marriage and civil partnership Pregnancy and maternity

Race

Religion and belief

Sex

Sexual orientation

The Role of the Horizon Trust Board and the Local Governing Board

Horizon Trustees have a duty imposed by law to ensure that special provision is made. The implementation of special provision has been delegated to the Local Governing Board of each school. A named local governor for SEND has been appointed who carries out monitoring of SEND in accordance with the Local Governor Monitoring role. The Local Governing Body will report annually on the success of the school's SEND policy. The Local Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and in meeting the objectives set out in this policy. The Trust Board will report annually on SEND across the Trust.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that

'all schools should admit pupils already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND but without statements must be treated as fairly as all other applicants for admission'