

**Essendon C of E (VC) Primary School**

***Let us consider how to stir up one another to love and good works***

***Hebrews 10:24***

Special Educational Needs and Disability

(SEND) Policy

**Date Ratified: September 2019**

“I have said these things to you, that in me you may have peace. In the world you will have tribulation. But take heart; I have overcome the world” John 16:33

**ESSENDON CofE PRIMARY SCHOOL’S SEND POLICY**

**Compliance**

**This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015) and has been written with the following guidance documents:**

* **Equality Act 2010: advice for schools DfE (Feb 2013)**
* **SEND Code of Practice 0-25 (2015)**
* **Essendon SEN information report (2019)**
* **Essendon Anti-Bullying Policy (2019)**
* **Essendon Behaviour and SMSC Policies (2019)**
* **The National Curriculum in England Key Stage 1 and Key Stage 2 (Sept 2014)**
* **Teachers Standards (2014)**
* **Working Together to Safeguard Children (2018)**
* **Every Child Matters (Sept 2003)**
* **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**
* **Help Children Achieve More (previously known as Every Child Matters)**
* **The Special Educational Needs and Disability Act (SENDA 2001)**

**Introduction**

**‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.**’ (SEND CoP Jan 2015)

Essendon C of E Primary School is fully committed to the early identification of pupils with Special Educational Needs as soon as possible, including providing support and training for all staff working with SEND pupils. In keeping with our school vision, *Let us consider how to stir up one another to love and good works*, we believe that everyone, each pupil and member of staff, has an important part to play in ensuring that all members of our school community feel respected and valued. In order to achieve this, we speak openly about and celebrate difference. We follow a values programme. The love which pervades our school enables pupils and staff to remember that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and caring community.

The Essendon C of E Primary School SEND policy follows the Department for Education and the Department for Health Code of Practice, 2015. In particular, we are committed to **‘quality first teaching’** and the graduated approach to learning, following a **‘assess, plan, do, review’** structure. The class teacher is responsible for the progress of all pupils in their care, at times this is supported by the Inclusion Manager or outside agencies as well as the Headteacher and link Governor.

Essendon C of E Primary School provides a relevant, enriching broad and balanced curriculum for our children which encourages all to succeed and enjoy. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children and focuses on our aims of developing Curiosity, Independence, Respect, Wellbeing and Spirituality. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. A percentage of our children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having a special educational need or disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have a special educational need or disability either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for these children with special educational needs takes account of the type and extent of the difficulty experienced by the child concerned so that every member of Essendon can,

* Be healthy
* Stay safe
* Enjoy and achieve
* Make a Positive Contribution
* Achieve Economic well-being

**Definition of SEN (Under the SEN Code of Practice 2015)**

**A pupil has SEN if he or she has:**

\* a significantly greater difficulty in learning than the majority of children the same age; or

\* a disability, as defined in Section 2.1 and 2.3, which requires special educational provision to be made, over and above either (i) adjustments to the way things are done or the physical features of the learning environment or (ii) auxiliary aids such as the provision of extra equipment or getting someone to do something for them; which special provision is additional to, or different from, that made generally for other pupils of the same age within our school.

A child under compulsory school age has SEN if they fall within the definition at 1.1.1. or 1.1.2 above, or would do so if special educational provision were not made for them (Clause 20 Children and Families Bill)

**Definition of disability**

* A pupil is disabled if he or she has a physical or mental impairment which has a long-term (defined as a year or more) substantial adverse effect on their ability to carry out normal day – to – day activities.
* This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions asthma, diabetes, epilepsy and cancer.

**Principles for support:**

* Involvement of children and parents in decision making.
* Identification of children’s needs.
* Collaboration between education, health and social care services to provide support
* High quality provision to meet the needs of children and young people with SEN.
* Greater choice and control for young people and parents over the support.
* Successful preparation for adulthood including independent living and employment.

**Children may have special educational needs in at least one of the four areas and many will have needs in more than one. These areas identified by the SEN Code of Practice 2015 6:3 are:**

* Communication and interaction
* Social, Mental and Emotional Health difficulties
* Cognition and learning
* Sensory and/or Physical need
1. **Quality First Teaching**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Teachers at Essendon take account of all pupils’ individual learning needs, preferred teaching styles and potential barriers to learning. They will make modifications to teaching approaches to support individuals or groups of pupils and thus enable them to participate effectively in curriculum activities. **‘All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy’.** (SEND CofP 2015)

The school aims to meet all pupils’ SEN in the classroom. However, it may also be appropriate to set up a group or individual programme for a set number of weeks with a Learning Assistant, a specialist support teacher or with a specialist from an external agency. Such support will be under the direction of the class teacher. The focus of support is on the outcomes agreed in consultation with the pupil and their family.

1. **Educational Inclusion**

At Essendon, the quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff.

**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, English and Mathematics, as well as differentiating the whole curriculum to need

•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 their behaviour and to take part in learning effectively and safely

•helping individuals to manage their emotions and well-being, particularly trauma or stress, and to take part in learning.

All practitioners will, wherever possible, be involved in the development of the SEND policy and be fully aware of the procedures for identifying, assessing and making provision for children with special educational needs.

1. **SEN in the Early Years**

We recognise the ‘need for identifying SEN at the earliest point’. In assessing progress of children in the early years, practitioners use the Early Years Profile Outcomes as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development.

These include typical behaviours across the seven areas of learning:

• communication and language

• physical development

• personal, social and emotional development

• literacy

• mathematics

• understanding of the world

• expressive arts and design

Practitioners will work closely with parents if they have concerns about the progress of a child and adopt the **graduated response**. Assessments should be completed and a plan produced (with parents) to set achievable targets and next steps, this should then be carried out and reviewed by all parties. The graduated approach is led and co-ordinated by the setting Inclusion Manager working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

At Essendon, we recognise that a delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, we ensure that an assessment is carried out to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the **Early Help Assessment** is adopted.

1. **Assess, Plan, Do, Review**

In line with the revised Code of Practice 2015 the SEN support will take the form of a four part cycle. A **graduated response** encompasses an array of strategies and recognises there is a continuum of special educational needs.

The Special Educational Needs Code of Practice sets out a four part cycle to SEN: **Assess, Plan, Do, Review** (6.45-6.56).

At Essendon this process will;

* **Assess**- Will form a clear analysis of pupil’s need
* **Plan-** Parent notified and their thoughts, strengths, concerns noted and discussed. Adjustments and support is put in place with the pupil and parents’ wishes involved.
* **Do** – Implement support and adjustments continually assessing and involving the pupil/parents.
* **Review** – Impact of support, intervention and adjustments.

Pupils (where appropriate) , parents and staff will meet collaboratively with the Inclusion Manager to write up the **Assess, Plan, Do, Review** document (appendix 1) and this will be saved on Teacher Shared for staff to access, evaluate and update as and when required. These targets should also be reflected in the Provision Map and assessed regularly (at least termly).

1. **Provision Mapping at Essendon**

At Essendon Primary School our **Provision Map** is updated at least termly in line with the Pupil Progress meetings which take place between Headteacher, Inclusion Manager and Class Teachers. However children may be added or taken off, as required, as part of the **assess, plan, do, review process** at various points throughout the year in line with guidance from the Code of Practice.

**All staff** are involved in the creating and implementing of provisions for making reasonable adjustments and providing extra support both in and out of the classroom.

The school, through the Inclusion Manager, accesses and allocates further resources or provision for children with SEN. This may include

* Advice from the Educational Psychology Service
* Advice and support from specialist teachers or advisors e.g from Autism Education Team, Speech and Language Therapists, CAMHS, amongst others.
* The advice and involvement of any other agencies dealing with a specific child e.g. Social Care, Health Service etc.
* There is targeted support from the Behaviour Support Team.

Essendon considers effective liaison with all external agencies to be essential in order to successfully help children with SEN. The school therefore tries to develop and maintain such positive links.

1. **One Page Profiles (appendix 2) and Pupil Participation**

One page profiles will be drawn up for all pupils identified as having SEN with the pupil’s input. Profiles will be produced by the pupil, parent, member of the inclusion team, class teacher, and where necessary, outside agencies. The profile will identify styles of learning and support which are important to the pupil, as well as the child’s strengths and what others like/admire about them.

* + Profiles will be provided to all adults working with SEN pupils, including in staff Induction and Supply packs.
	+ Copies of the profile will be available in school and provided to the pupil’s family.
1. **Partnership with Parents**

Partnership with parents is imperative in promoting a culture of co-operation between parents, school, Local Authority and other agencies. This is important in enabling children and young people with SEND to achieve their potential.

The named Governor with a special interest in special needs is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education.

We have regular meetings to share the progress of special needs children with their parents. We ask parental permission before the involvement of any outside agencies, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Our **Education, Health and Care Plans** are putting the views of young people with special educational needs and disabilities and their families at the heart of the process so they can help shape the support they receive. Assess, plan meetings for these are made at least three times a year with class teachers and the Inclusion Manager. This ensures that the EHCP review meeting with the Local Authority is clear and has the individual child and their family at the heart of the process.

1. **The Role of the Governing Body**

Through the Inclusion Manager and in liaison with the Headteacher, the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The Governor with special responsibility for special educational needs regularly visits the school in this role to observe children and meet with the Inclusion Manager to receive updates on the progress of children with special educational needs.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy. The school therefore makes no distinction when considering admitting pupils unless there is evidence of a specific requirement for a pupil, which may prevent or delay admission.

Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

The Governing Body ensure that SEN provision is an integral part of the School Development Plan and that the Graduated Approach to meeting SEN is being followed.

The Governor with special responsibility monitors the impact of provision for SEN pupils and is aware of the various tracking systems used.

1. **Monitoring, Assessment and Records**

Essendon School recognises that early identification of special educational needs is vital. Parents are informed of any such assessments at the earliest opportunity in order to alert them to concerns and enlist their active help and participation.

The class teacher and the Inclusion Manager assess and monitor the children’s progress in line with existing school practices.

The Inclusion Manager works closely with parents, pupils and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

At Essendon, progress is monitored and recorded in various ways (8.6). These are used as well as EHCP (Educational Health Care Plan) targets and reviews and individual targets/outcomes set by outside agencies and specialist support, such as speech and language therapists, behaviour outreach or autism advisory teams.

The Inclusion Manager monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. Target Tracker is used in conjunction with the whole school, in addition to this some children are monitored on our PIVATS system which monitors small steps of progress. We use this for both academic subjects including Reading, Writing and Maths (PIVATS 5) and, for some of our children, Emotional and Well-Being Behaviour targets (PIVATS PSED). Records of meetings with parents, outside agencies or appointments are recorded on CPOMs and relevant staff are alerted to updates.

Progress will be reviewed **at least termly**. The Inclusion Manager is part of termly **Pupil Progress meetings** and adaptations or alterations are made to the provision. **The provision map** is updated by teachers and is **shared with all staff** who will be working with the focus children.

The Inclusion Manager and the named Governor with responsibility for special needs hold termly meetings.

 **9. Allocation of Resources**

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHC (Educational Health Care) Plan or ENF (Exceptional Needs Funding).

Staff, including class teachers and one to one support teachers will communicate the resources needed for children within their class to aid the bespoke provision which may be required. These are ordered in line with the school’s procedures and budget allocations.

1. **Complaints Procedures**

We hope that by involving parents and carers in the SEN process that any issues can be resolved within the school. However, if the matter is not resolved then a complaint should be made to the Headteacher in the first instance and subsequently, if necessary to the Governing Body specifically to the named Inclusion Governor.

**Contacts**

**Inclusion Manager**

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**Governor with responsibility for SEND and Inclusion:**

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Appendix 1

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Appendix 2