



ELSTON HALL
Primary School

Elston Hall Primary School SEND Policy

Updated: Autumn 2020
Adopted by Trustees –
Review Date: Summer 2021

SEND Policy

1. Introduction

The Elston Hall SEND policy reflects the fundamental principles of the New SEND Code of Practice 0-25 years (DFES, 2014) and the Children and Families Act 2014. The Schools SEND Information Report is available on the website and will be updated regularly.

Elston Hall uses the following definitions of SEND:

Pupils have a *learning difficulty if they:*

- A) Have significantly greater difficulty in learning than the majority of the children of the same age, or
- B) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The school recognises that provision for pupils with SEND is the responsibility of the whole school and that all teachers are teachers of pupils with SEND.

2. Aims and Objectives.

The Elston Hall SEND policy aims to promote maximum achievement and attainment for children with SEN and /or disabilities (SEND) at Elston Hall because:

**‘All children deserve a good education, with staff in schools giving them the confidence, self - belief and teaching that they need to fulfil their potential.’
(DFE,2011:65)**

The SEND policy is written for all staff because, in order for SEND systems to change, to enable improvements in practice for all pupils with SEND and their parents and families, all staff – particularly teachers and support staff – need to be actively involved at the appropriate level because, after all:

‘All teachers are teachers of SEN’

(DfES, 2001;House of Commons,2006, Lamb,2009)

The aims of the SEND policy are:

- To promote an inclusive ethos throughout the school;
- To enable pupils with SEND to have their needs met;
- To take into account the views of the pupils with SEND;
- To ensure children are safe(following guidelines from ‘Keeping Children Safe ‘ Sept 2020);
- To encourage good communication with parents of children with SEND;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum, for pupils with SEND.

To attain this, members of staff at Elston Hall Primary School will:

- Recognise the needs of the individuals;
- Differentiate teaching methods to suit individual needs;
- Differentiate the curriculum content so that it is attainable by all;
- Take consideration of the SEN Code of Practice;
- Acquire appropriate specialist support whenever possible;
- Provide a stimulating and positive environment;
- Develop working partnerships with parents;
- Provide suitable and adequate resources;
- Pass information and expertise through SEND procedures and meetings.

3. An Inclusive Vision

Elston Hall Primary School is committed to inclusion. This means that where possible we endeavour to support children with special educational needs within our school, where all children get the same opportunities to learn and mix socially with each other.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. The school aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. Children with special educational needs are in most cases catered for from within the normal resources of the school. If needed provision from the Local Authority may be sought, where deemed necessary.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Elston Hall Primary School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential. Elston Hall sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

4. Roles and processes within the school.

The SEND coordinator assisted by the SEND Team, has responsibility for the day to day operation of the policy.

4.1 The role of the SENCO is to:

- oversee the day to day operation of the school's SEND policy
- monitor the effectiveness of the policy
- work closely with the SEND team and direct their work
- support through coaching (CPD) teaching assistants and teachers
- keep SEND register up to date
- keep the SEN Information Report on the website up to date with relevant information about SEND
- monitor and track the progress of children with SEND, use the school tracking system as well as RAISE online
- analyse the impact of provision
- monitor and track intervention programmes across the school
- Liaise with parents and keep them informed about their child's progress, changes to SEND within school
- promote an inclusive environment and inclusive practice within school
- co-ordinate the provision and resources for pupils with SEND
- oversee the records on all pupils with special educational needs
- contribute to the in-service training of staff
- liaise with external agencies including the Educational Psychology service, Speech and Language, the local authorities SEND Team, Visual/Hearing impairment service, Occupational Therapy, Physiotherapy, Educational outreach and the School Nursing team.
- liaise with Nursery and external provisions to ascertain the SEND of incoming pupils
- represent the interests of pupils with SEND at relevant meetings in the school.

4.2 The role of the classroom teacher is to:

- have a knowledge of the pupils who have been identified as having special educational needs and ensure termly targets are in place to address the child's needs
- provide a broad and balanced curriculum to all pupils including those with SEND.
- Promote inclusion in the classroom and give each child every opportunity to succeed, including those with SEND

- Ensure advice from external agencies is used appropriately to support children with SEND
- use differentiation and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEND
- monitor the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been differentiated
- plan, organise and deliver, intervention programmes to allow children to make progress
- Build strong relationships with parents and carers of children with SEND

4.3 The role of the class teaching assistants is to:

- be aware of children with SEND within the class
- assist and support the classroom teacher in the delivery of a broad and balanced curriculum
- follow the daily planning set out by the classroom teacher
- assist the classroom teacher in the delivery of targeted support for SEND children
- be aware of the targets on each child's ILSP
- provide intervention programmes for SEND children as directed by classroom teachers or senior leaders in school
- Where working 1-1 with a child promote the **child's independence** as well as develop their learning

4.4 Identification of Pupils with SEND

- Early identification is vital. As soon as pupils enter school in nursery or reception, their class teacher and teaching assistant are observing them within our setting. Home and previous settings are also visited to gather relevant information to support transitions and inform support.
- If a pupil have been identified to require initial support then the class teacher informs the parents / carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. This may be targeted support to begin with in their class.
- The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process. Children may then be highlighted to the SENCO to do further assessment if required.
- The class teacher with the support of the SENCO will plan an appropriate programme of support using our graduated approach.

- Parents are informed at every stage of the process to ensure they understand and can support with learning as well.

Children are placed on the SEND register dependent on their need. Some children may only be in one area of need whereas other children may be in all of them. When placed on the SEND register it is classed as **SEN Support**, within school those children who receive an additional adult for support are called **High Needs SEN support**. Some children may have a statutory assessment which is now called an **Education, Health and Care Plan (One Plan)**.

The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.



4.4 Medical Needs

Children who have a medical condition but do not require special needs provision will be placed on a medical register not the SEND register.

4.5 SEND De-registration

If a teacher feels that the intervention strategies and additional provision that have been provided for a child have been successful then through discussion with the SENDCo it may be decided to deregister the child. The parents will be informed by letter and given the opportunity to discuss the matter. The child will then be removed from the SEND register.

5. Organisation

The SEND register is regularly updated and electronically kept on SIMs for individual pupils.

- The SENCO organises individual provisions for SEND pupils at Wave 2 and 3
- SEND has a high priority within school and staff are updated termly and when needed through vulnerable, phase, year group and staff meetings.
- All children to have their own SEN section within the class inclusion file.
- ILSPs targets to be reviewed and set on a termly basis unless pupils meet their targets sooner.
- **Teachers / SENCO** will review ILSPs of children, within their class. Two copies of these are sent to parents – 1 to be signed and returned and the other to be retained. Parents and carers are given the opportunity to discuss these with the teacher or SENCO. Parents and carers are invited to discuss their child's learning / progress once a term at parents evening.
- An end of year report is sent home to parents and carers in the summer term.

6. Evaluation

The SEND Policy and its effectiveness within school is evaluated:-

1. through reviews of ILSP's and through Annual Reviews of pupils with an Education, Health and Care plan.
2. through monitoring the success of strategies devised to achieve the targets set by SENCO / class teachers for pupils identified as having SEND
3. through monitoring the attainment and progress of SEND children on a termly basis through inclusion standards report.

7. Monitoring

The progress of pupils identified as having SEND is monitored in the following ways:

- the SENCo monitors ILSP targeted work alongside individual provision maps on a half termly basis.
- teachers monitor the progress of pupils in relation to their predicted learning outcomes on a termly basis.
- the learning support teacher and classroom teachers monitor the progress of pupils with SEND in the classroom and give feedback to the SENCo
- pupils with EHCP's have annual reviews alongside termly reviews
- pupils with ILSP's have termly reviews unless targets have been met sooner
- through an end of year school report
- through the school tracking system (class progress stories / inclusion standards report termly) children who are making inadequate progress can be easily identified.

8. Partnership with Parents/Carers.

The school recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.

'Parents have a vital role to play in supporting their child's education' (DfES, 2001, para 1:5).

Thus, all Elston Hall staff members are committed to good, honest, open and (where possible and appropriate) 'face-to-face communication with parents, treating them as equal partners with expertise in their children's needs.'

(Lamb Inquiry: Special Educational Needs and Parental Confidence).

The two-way, on-going dialogue between Elston Hall staff and parents is absolutely vital and is achieved in a variety of ways, including:

- informal meetings with teachers;
- formal meetings with teachers –Parental Consultation which is used to discuss progress and review the child's Individual Learning Plan (ILSP) in consultation with the child's parent(s)
- informal and formal meetings with the school SENCo – arranged either at the request of the SENCo, school staff and/or parents;
- formal review meetings with parents, school staff and any outside agencies involved with the child's education through TAC and EHA meetings
- annual school reports;
- in the case of a child with an Education, Health and Care Plan the statutory annual review will take place.

Key principles for an Effective Partnership

Elston Hall Primary School recognises that partnerships can, in some cases, be challenging, requiring positive attitudes by all, and, in some circumstances, additional support and encouragement will be required for parents. Thus, the school has identified a set of key principles in communicating and working in partnership with parents:

- ensure positive attitudes to parents;
- ensure only user-friendly information and procedures are used and that there is an awareness of support needs;
- make no presumptions about what parents can or cannot do to support their children's learning;
- acknowledge and draw on parental knowledge and expertise in relation to their child;
- focus on the children's strengths as well as areas of additional need;
- recognise the personal and emotional investment of parents and be aware of their feelings;
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers;
- recognise the need for flexibility in the timing and structure of meetings.

9. Outside Agencies

Elston Hall Primary School believes that all outside agencies who work with children with SEND should focus on identifying and addressing the needs of children and enabling them to improve their situation through:

- early identification;
- a graduated approach is used within this area;
- continual engagement with the child and parents;
- focused intervention;
- dissemination of effective approaches and techniques.

The objective should be to provide integrated, high quality, holistic support focused on the needs of the child. Such provision should be based on a shared perspective and should build wherever possible on mutual understanding and agreement. Services should adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time.

The following external agencies are often working within school:

- Educational Psychologist Service,
- Speech Therapy Service,
- Occupational Therapy Service,
- Hearing and Visually impaired services
- School Nurse team
- Specialist teacher
- Special Needs Early Years Service.
- Hearing impairment team
- Visual impairment team

10. Professional development for SEND.

The SENCo attends termly SEND network meetings to update and revise developments in SEND as well as any other training opportunities that arise.

CPD for staff is matched appropriately to the school improvement plan and through the performance management of teachers and teaching assistants.

11. Policy Review

As recommended by the Local Authority this policy will be reviewed in **Summer 2021** if not before dependent on new government procedures.

The schools SEN Information Report will be updated yearly, and can be accessed on the school website.