



Esh Winning Primary School Special Educational Needs & Disabilities Policy & Procedure Document

'In order for an individual to reach their full potential they must; be nurtured in an environment of acceptance, respect for achievements and sensitivity to individual needs.'

In line with the recommendations as outlined by the Warnock Report (1978) and established clearly in the 1981 Education Act, and The Special Educational Needs and Disability Regulations 2014 Esh Winning Primary School recognise that around 20% of children will at some time during their schooling experience some form of learning difficulty (around 1 in 6 at any one time). We recognise that there are a smaller group of children (about 2%) who may require additional provision over and above that which would generally be available to schools.

Esh Winning Primary School aims to help all children reach their full potential and we take our responsibility towards the identification and assessment of special educational need and disability very seriously.

We aim to offer an inclusive education, offering support to all children including those with special educational needs and disability.

At Esh Winning Primary School we provide an environment which enables pupils to progress to the best of their ability, to encounter success through careful planning and effective teaching.

We strive to remove all barriers which adversely affect the learning of pupils with Special Educational Needs and Disability. All children will have access to all facilities which are appropriate to their development. This entitlement will extend throughout the school and include extra-curricular activities.

All children are encouraged to become independent learners and take responsibility for their own learning.

Definition of SEND

'A child has a special educational need if he or she has a significantly greater difficulty in learning than the majority of children at the same age, or has significant talents above children of the same age; or a disability which makes it difficult to use the educational facilities generally provided; or is under 5 and falls within the above definitions.'

(Excellence for all Children: Meeting Special Educational Needs, DFEE 1997)

The Governors and staff believe that early diagnosis and appropriate intervention improve the prospects of children with Special Educational Needs, and that for some children, giving more effective attention to early signs of difficulties can prevent the development of SEN.

We have high expectations for all children: we will celebrate diversity and maximise the opportunities for all children to experience success.

We believe that parents are crucial to a child's education. We strive to work in partnership with parents and other statutory and voluntary agencies, e.g. social and health services etc. - in order to



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make appropriate decisions regarding early identification of SEND and appropriate intervention.

We believe that all children should be educated in accordance with their age ability and aptitude.

We believe that they should all have access to a broad and balanced curriculum which is developmentally appropriate and which takes account of government guidelines for Early Years, Key Stage One and Key Stage Two.

We are fully committed to the active promotion of equal opportunities in our work and we will ensure that all children have equal access to the whole curriculum.

Assessment of children with SEND will be an extension of the school's work with all pupils and information from assessment will inform teaching and learning.

We undertake systematic assessment, monitoring and target setting processes to prevent underachievement.

We undertake training to provide support and information for staff development.

We expect all staff to take responsibility for meeting a pupil's special educational need, ensuring a cycle of planning, teaching and assessing.

Each class teacher will have access to support, advice and training available within and beyond the school. This will be built into the school's Continued Professional Development and Management Plan, when applicable.

Class teachers will express initial concerns about individual pupils with the SENCO and parents, before placing the child on the SEND register.

The coordinators, and where appropriate other professional personnel, will offer support and guidance to all colleagues in making appropriate provision to meet identified needs.

Admissions Arrangements

The admissions arrangement for pupils to Esh Winning Primary School, are determined by the Local Authority.

Roles and Responsibilities

SEND Co-ordinator (Miss S Common)

The Special Educational Needs Co-ordinator will:

Work in collaboration with the Headteacher and Governors to determine the strategic development of the SEND Policy and provision in the school in order to raise achievement of children with special educational needs.



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- Take responsibility for the day to day operation of the special educational needs policy and co-ordination of the provision made for individual children with special educational needs, working closely with staff, parents, carers and other agencies.
- Provide related professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs.
- Monitor the quality of teaching and standards of achievement through analysis of children's work and set new targets for improvement where applicable.
- Monitor allocation and availability of resources to ensure equal access for children with special educational needs and ensure resources are used to maximum effect.
- Contribute to in-service training and seek to encourage continued professional development amongst staff.
- Liaise with parents of children with special educational needs, LA support services, Educational Psychology Services, Health and Social Services and voluntary bodies.
- Support staff in producing Support Plans and oversee records of all children with special educational needs.
- Provide support for learning, support assistants within the school to maximise learning opportunities for children with special educational needs.

Governing Body

The role of the governing body will be to:

- Have regard for the Code of Practice for Special Educational Needs, (Sept 14)
- Determine policy with the Headteacher and LA, including funding arrangements and staffing.
- Report annually to parents on systems of identification, assessment, provision, monitoring, record keeping and use of external agencies, and to inform parents of all of the measures that the school proposes to take in terms of assessment, provision and review.
- To secure appropriate provision for children with special educational needs.
- To ensure staff know about children's special educational needs and the importance of identifying and providing for them.
- Appoint a member of the governing body to have responsibility for special educational needs.

Head Teacher

It is the responsibility of the Head Teacher to:

- * Determine school policy, with the Governing Body and LA, including staffing and funding arrangements.
- * Ensure full staff participation in policy development
- * Ensure policy is developed and monitored
- * Ensure confidentiality of information as appropriate
- * Establish quality provision that reflects policy
- * Maintain responsibility during Educational Health Care Plan procedures.
- * Keep Governors informed on SEND matters
- * Ensure adequate in-service arrangements for all staff
- * Have responsibility for day to day management of all aspects of the school's work, including provision for children with special educational needs.



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Class Teacher

It is responsibility of the class teacher to:

- * Be familiar with policy and procedure relating to special educational needs
- * Ensure policy is carried out effectively
- * Devise, with support from learning support teachers and assistants, and SENCO, appropriate targets for Support Plans.
- * Deliver quality practice for children with special educational needs and disabilities.
- * Collect accurate information about individuals or groups of children with SEND
- * Liaise with the SENCO for children with special educational needs
- * Liaise with parents of children with special educational needs
- * Keep parents informed on their child's achievements and difficulties
- * Take the views of the child into account when planning, delivering and assessing
- * Participate in in-service training where appropriate
- * Ensure implementation of Support Plans, particularly where there is no additional adult support allocated.

Teaching Assistants

It is the responsibility of learning support assistants to:

- * Be familiar with policy and procedure
- * To assist the SENCO and class teacher in ensuring quality provision and curricular entitlement for children with special educational needs.
- * Collaborate with the SENCO, class teachers, parents and other professionals as appropriate to maximise the learning of children with special educational needs
- * Continue professional development and keep abreast of issues related to special educational needs.

Parents

It is the responsibility of parents to:

- * Work in partnership with the school and other professionals involved
- * Help their child with homework tasks
- * Provide information that will help the school understand the needs of the child
- * Support the implementation of the Support Plans
- * Become involved in review of progress.

Identification of pupils with special educational needs:

We believe that early identification and appropriate intervention improves the prospects of all children with special educational needs and disabilities. For some children, giving more attention to early signs of difficulties can prevent greater difficulties later.

We aim to identify a child's special educational needs as soon as possible on entry to the Early Years or on transition from another setting, monitoring progress and achievement in line with EYFS Profile assessment criteria. Concerns may also be expressed from parents, or other outside agencies, on or before entry to school.



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Children can be identified as having special educational needs through the following criteria:

- * Significantly low or unusual EYFS Profile Assessment
- * Significantly below expected attainment for their year group
- * Significantly below age related expectations in Maths and English requiring work that is different from that of any group within the class.
- * Identification of need from nursery, Health, Social or Speech and Language Services.
- * Problems identified from health screening
- * Having undergone formal assessment by Educational Psychology Service
- * Having received a statement of special educational needs / Educational Health Care Plan
- * On entry to school at any time, if previously been registered as having SEND.
- * At any time if the parent or carer expresses concern which is not all allayed by the class teacher, Head or SENCO.
- * At any time the child requires a specially adapted behaviour plan to access the curriculum.
- * If there is substantial discrepancy between pupil attainment and capability.
- * At any time the teacher feels that the child requires individual materials and resources to access the curriculum.

Reviewing Need:

When a teacher has initial concerns that a child has a Special Educational Need they will complete a 'Short Note' form and discuss this with the SENCO and the head teacher. This form includes, possible area of special need, observation notes, assessment information and details of strategies tried so far. School staff will then liaise with the child and their parent/carer at the earliest opportunity to discuss such concerns and agree the best way forward.

When a teacher has further concerns, an informal meeting with the parents/carer will ensure agreement with their child being placed on the school's register, and possibly receiving additional support. The parent/carer will be informed of school procedure regarding support plans and will help set their child's targets. A copy of the Support Plan will be sent out to the parent as soon as possible following the initial meeting.

The SENCO will collate all information within the school, for that participating child. Information will be sought from other agencies where there is already some involvement. Additional information will be sought from the parent/carer in an attempt to define the child's need.

If it is necessary to make initial contact with outside agencies, parental consent will be sought at this stage. A parental consent form will be signed and a copy kept within the SEND file.

The class teacher will remain responsible for day to day planning and delivery of the support plan targets.

Support Plans

The Support Plan incorporates the action to be taken to help the child's progress in light of their previous assessment. This may incorporate materials, resources, support within a group or individually.



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Targets will be SMART, (specific, measurable, appropriate, relevant and with a timescale). The targets should include that which is different from, or additional to, the differentiated curriculum. Support plans should be written in collaboration with the learning support assistants, pupil and parents and should be reviewed six monthly.

There should be no more than three or four targets taken from the four key areas of need:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

A Support Plan will include:

- * Three or four short term targets
- * Teaching strategies to be used
- * Provision to be put in place
- * Date of review
- * Aspirations of the child
- * Strengths of the child
- * Success/exit criteria
- * Outcomes dated when achieved
- * Reviewed twice a year

If SEND continues

The school will involve external support services following a decision made by the SENCO, class teacher, support teacher, child and parent. The triggers for this could be that, despite an individualised programme, and/or concentrated support for the child:

- * Continues working at National Curriculum Levels significantly lower than that expected of children of a similar age.
- * Continues to make little or no progress in specific areas over a period of time.
- * Continues to have difficulty in developing Maths and English skills
- * Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- * Has sensory or physical needs, and requires additional specialist equipment, advice or visits from specialist services.
- * Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- * Meets the referral criteria set out by the LA.

When seeking help from external support services the school will provide records, Support Plans, (to establish strategies already applied by the school and progress achieved), work samples, (where appropriate). Outside specialists may be required to complete classroom observations, and specialist assessments to measure progress of individual pupils.



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The SENCO, class teacher, English and Maths leads will work with specialists, where appropriate, to consider a variety of teaching strategies and approaches, specialist equipment or resources to reduce the child's special educational needs.

The new Support Plan, will set out fresh strategies supporting the child's targets/progress. Although these targets may be set with the support of other agencies they will be implemented, in the main, within the classroom setting. The delivery of interventions recorded in the support plan remains the responsibility of the class teacher.

School Referral for Inclusion Panel/Educational Health Care Plan (EHC Plan)

A small number of pupils given help by the school, through the support plan, may still not make adequate progress. The school will then, in consultation with parents and other agencies involved, forward the child's records to a Local Authority Inclusion Panel, to initiate an EHC Plan.

In order that referral for an assessment can be made, the pupil will have demonstrated significant cause for concern and a My Story document will be completed with the parent and child.

Annual Review:

Where possible, Esh Winning Primary School will carry out a Person Centered Review, as described in the Confident Schools, Confident Parents materials.

All EHCP's must be reviewed annually, to consider:

- What the child has achieved and what difficulties remain to be resolved
- Progress pupil has made within the previous twelve months towards the objectives specified
- New targets
- Whether any amendments are needed to the description of the child's needs or the provision detailed in the statement
- Whether the EHCP should be retained or removed

The date of the next annual review should continue to be no later than the anniversary of the statement's issue or amendment. Between annual reviews the support plan and its review is a mechanism for monitoring progress. The Head teacher has responsibility for convening the meeting and must invite all concerned parties including:

- Parents
- Relevant teacher
- Representative of LA
- Anyone the LA has specified
- Any other agency involved with the child (EPS, Sp&L, LSS, ASD etc)
- Any other person considered appropriate

Reports for annual review meetings, from all concerned, will be requested in advance and circulated two weeks prior to review date. After the annual review meeting a report of all recommendations will be distributed to all concerned, within 10 working days.



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COMMON ASSESSMENT FRAMEWORK (CAF)

A vital component in supporting child well-being and is key to helping children and young people achieve. It may be initiated if a child is identified as having additional or unmet needs. It can only be undertaken with parental consent. The CAF should be completed by a person who has undertaken CAF training and sent to CAF central team. If the identified need can be met through own service or a single agency service the concern may be resolved and no further action need be taken.

If a multi-agency response is required then a Team Around the Child (TAC) meeting will be convened (within 10 working days of the assessment). A Lead Professional will be appointed, an Action plan agreed and Review date set (within 30 working days of TAC meeting). The CAF may then be closed or an alternative strategy devised if the action plan is not working.

(See CAF Flowchart & CAF in County Durham Operational Guidance for Practitioners available on Extranet).

S. Common

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