

SEND policy and information report

Esh Winning Primary School



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Esh Winning Primary School Special
Educational Needs & Disabilities Policy &
Information Report

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Esh Winning Primary School Special Educational Needs & Disabilities Policy & Information Report

'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.'

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We welcome any child, regardless of their Special Educational Needs and Disability (SEND), whose parents wish for them to attend the school, within the constraints of the criteria set out in our admissions and accessibility policies, and the staffing and relevant resources which we have available to support that particular child.

In meeting the SEND of each individual child, the school works together with the pupil and their parents and relevant agencies and professionals where appropriate. All the teaching staff supported by the Senior Leadership Team, the Special Educational Needs Coordinator (SENCO) and Teaching Assistants (TAs), support children with SEND by ensuring:

- The participation of children and their parents in decision-making.
- The early identification of children and young people's needs and early intervention to support those needs.
- That a child with SEND continues to get the support they need – this means doing everything we can to meet children's SEND.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.
- That all children, including children with SEND, are able to engage in the activities of the school.
- The laying of a firm foundation to support successful preparation for adulthood, including independent living and employment.
- That all children, including those with SEND, will be treated fairly and equitably.

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out



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schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO at Esh Winning Primary School is Miss S Common

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned



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- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Writing and reviewing Support Plans for children within their class with SEND. These will be written and include the voice of the child (where appropriate) and parents
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy



5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty



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- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

A 'Short Note' of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We offer an open door policy where parents are welcome any time to make an appointment to meet with class teachers, the SENCO, Deputy Head or Head Teacher and discuss how their child is progressing. Parents can contact members of staff through the school office: eshwinning@durhamlearning.net or 0191 373 4701.

Planned arrangements for communicating between school and home include:

- Each year group has two parents' evenings a year, when all class teachers are available to meet with parents and discuss their child's progress and learning.
- Every child receives an annual written report, which is sent home to parents in the summer term.
- If a child has an Education, Health and Care Plan (EHCP), then there is a legal requirement for at least one formal Annual Review meeting each year, which is organised by the SENCO and attended by parents, teachers and outside agencies involved in the pupil's education

5.4 Assessing and reviewing pupils' progress towards outcomes

There are two levels of SEND support; targeted supported and specialist support. Targeted support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school. If targeted support is not sufficient to meet the child or young person's needs they will require specialist support involving external agencies.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess

This involves clearly analysing the pupil's need using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents and pupil. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.



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Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Support Plan document which will be shared with staff, parents and the pupil, where appropriate.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENCO will support with further assessment of the pupils strengths and weaknesses.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents and pupils.

We will make all teachers and support staff who work with the pupil aware of their needs, the outcomes sought, the support in place and/or to be provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupil Support Plans

Children identified as needing SEN support will have a Support Plan, which highlights their area/s of need. Parents are invited to comment on their child's learning and the pupil will also have their input.

Support Plans will also include a 'Provision Support Map' which clearly shows what additional educational provision has been put into place. Records of specific interventions are kept as part of the Support Plan and Class Teachers and Teaching Assistants have regular liaison about the progress each individual child is making within these sessions in order to ensure they are focused and specific to each child's needs.

During intervention sessions, pupils will be involved in assessing their own progress against their targets. Progress within the identified area/s of intervention will form the basis of Support Plan reviews.

Pupil Support Plan Reviews

Parents will be offered opportunities to review their child's support. Each review will consider:

- Any changes required to provision, including increased or reduced intensity and frequency of support.
- The need for increased or decreased expertise from outside agencies.



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- Where sufficient progress has been made and whether ongoing additional support is required and what form that support might take.
- Where progress has not been made, the need for further assessment to determine the appropriate level of support going forward.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area/s of need, we will consider involving specialists, including those from outside agencies. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parent and teaching staff supporting the child.

A Support Plan will include:

- Three or four short term outcomes
 - Provision to be put in place
 - When the provision will be provided and by who
 - Date of review
 - Aspirations of the child
 - Strengths of the child
 - Outcomes dated when achieved

In a very small number of cases, where pupils have received ongoing additional support over a period of time, yet continue to make less than expected progress, consideration will be given to requesting an assessment by the Local Authority for an Education, Health and Care (EHC) plan. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Durham Local Authority (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health and Care panel.



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5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pre-school/Nursery to Reception

For all children moving from Pre-school or Nursery into Reception:

- Parents will be invited to a Reception intake meeting where they can meet staff and visit the setting.
- Members of the Reception team liaise and visit feeder nurseries and pre-schools to gather key information about all children being transferred to Esh Winning Primary School.
- Where appropriate, a member of the Reception team and the SENCO will attend individual transition meetings for pupils with SEND.
- Children that are moving from a different setting are invited to arrange a visit to school.

Key Stage 2-3 (Year 6 to Year 7)

For all children moving from Year 6 to Year 7:

- Every pupil's school file is passed on to the new secondary school at the end of Year 6.
- For pupils with more specific needs, it may be necessary for a transition meeting to be arranged involving the parents, current Year 6 class teacher, SENCO and the receiving school. These meetings will ensure that all relevant information is passed on and any additional transition arrangements can be made.
- The school arranges regular transition groups and visits for vulnerable Year 6 children to get to know school sites, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the pupils' needs.

Joining Esh Winning Primary School mid-year

- The school supports the induction of all new pupils at any point in the school year.
- We make contact with the previous school to ensure the transfer of information and the child's school file.
- Parents are invited to attend an induction meeting with the class teacher within the first three weeks of their child joining the school mid-year.

Moving to another school

- We make contact with the new school to ensure the transfer of information and the child's school file.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The provision of high quality teaching is the baseline expectation for all pupils at Esh Winning Primary School. It is always our first step in responding to pupils who have SEN and will be



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differentiated for individual pupils.

We will also provide the following interventions:

- Nurture Group
- Lego Therapy
- Getting Along Programme
- English and Maths intervention in response to everyday teaching
- Fine/gross motor interventions
- Hornet
- Phonological Awareness Programme (PAT)
- Precision Teaching
- Relax Kids
- Story Links
- Connecting With Children
- Communication Toolkit

The SENCO is responsible for ensuring that teachers:

- Understand a child's needs;
- Are trained in meeting those needs;
- Have support in planning to meet a child's needs;
- Ensure the quality of teaching for pupils with SEND, and that provision across the school is efficiently managed.

5.7 Adaptations to the curriculum and learning environment

Pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the pupil can access the learning. We make the following adaptations to ensure all pupils' needs are met:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



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5.8 Additional support for learning

Sometimes, some children require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. In these circumstances, class teachers are responsible for organising intervention/s for an individual or small group of pupils, which might include one of the following provisions:

- **Additional adult support in the classroom** – all classes have a Teaching Assistant (TA) who support the teacher in facilitating the learning of whole classes; the class teacher, with advice from the SENCO is able to direct their teaching assistant to work specifically with children who are identified as having SEN or a disability.
- **Withdrawal sessions** – when pupils come out of some lessons for pre-arranged sessions with TA's on, for example, handwriting, reading, spelling, maths, and social skills, etc.

The support that children receive is planned and reviewed by the class teacher, in collaboration with parents, the SENCO, and, where appropriate, the pupils themselves. We have teaching assistants who are trained to deliver interventions such as those mentioned in section 5.6.

5.9 Expertise and training of staff

Our SENCO has 5 years' experience in this role and has worked in a specialist setting teaching children with Autism. They have completed the National Award for SENCOs and gained a post graduate degree in Supporting Children with Specific Learning Difficulties.

They are allocated one day a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Zones of Regulation, sensory needs and speech and language.

We also have a dedicated speech and language therapist that delivers sessions on a weekly basis.

Training in supporting SEND is a feature of the on-going rolling programme of professional development for our staff throughout the school year which forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils.

- Our large team of Teaching Assistants (TAs) have varied and extensive experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from the SENCO or other staff with relevant expertise.
- The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.



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5.10 Securing equipment and facilities

We ensure that all pupils with SEN and disabilities have their needs met to the best of the school's ability, within the funds available.

Staff monitor and keep robust records of the progress of individual pupils which allows us to apply for additional funding from the Local Authority to provide support and specialist equipment when needed. We work closely with parents and outside agencies to ensure staff have all relevant training to support the progress of individual pupils.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

We know that SEN provision has had an impact when:

- We see evidence that the child is making adequate progress academically against national and age expected levels and that the gap is narrowing – i.e. they are catching up to their peers or expected age levels.
- The pupil is achieving or exceeding their expected levels of progress.
- Verbal feedback from the teacher, parent and pupil highlights a positive impact and/or identifies progress.
- Formal or informal observations of the child at school identify evidence of a positive impact and/or identifies progress.
- Pupils move off the SEND register.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- The school building is positioned on level ground with all classrooms being accessible to wheelchairs.



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- The site has one accessible toilet large enough to accommodate changing.
- There are two disabled parking bays.
- The school's accessibility plan can be found on the school website:

www.eshwinning.durham.sch.uk

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.
- We have Teaching Assistants that are trained in delivering therapeutic interventions within school. The areas of emotional difficulties that we provide for are: specified social skills; friendships and relationships and anger management.
- Pupils who struggle with social situations may be invited to attend Break time and Lunchtime Clubs. These clubs support the children in managing unstructured social time.
- We work closely with the Emotional Wellbeing Team who support individual children and deliver staff training.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (accessed through Child and Adolescent Mental Health Services - CAMHS), paediatricians, speech & language therapists, occupational therapists, physiotherapists.
- Social services – locality teams, social workers, child protection teams, family intervention programmes.
- Durham Educational Psychology Service.
- Emotional Wellbeing Team
- ASD Team
- Cognition and Learning Team

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims



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to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Durham SEND Information Advice and Support Service (SENDIASS)

www.durhamsendiass.info

Durham SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.

Durham SEND Information Advice and Support Service provides confidential information advice and support through a range of services. This includes home visits, attending meetings in educational settings and liaison with all services working with children and young people. Training and guidance to parents/carers, young people and professionals on SEND issues are also provided.

Rollercoaster Support Group

parentsupport@success.coop

Rollercoaster are a support group for parents/carers who are supporting a child or young person with any kind of emotional or mental health problem

5.17 Contact details for raising concerns

Please contact Mrs Hodgson (Headteacher) or Miss Common (SENCO) on 0191 3734701 or www.eshwinning.durham.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.durham.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Miss S Common **every**



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year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions