

Elm Park Primary School

Inspiring Learners, Enriching Lives, Achieving Together

Special Education Needs and Disability Policy



Written/revised by	Carol Bond and Mel Griffith-Williams
Start Date	February 2015
Reviewed Date	Carol Bond May 2018
Updated by/Date	February 2021 Next review date: February 2022
Headteacher's Signature	
Chair of Governors' Signature	
Date ratified by FGB	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SEN/D	DATE:	15.05.2018
EIA CARRIED OUT BY:	C. Bond	EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Race		
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		
Gender identity		
Sexual orientation		

Any adverse impacts are explored in a Full Impact Assessment.

This policy should be read in conjunction with: the School SEND Offer, inclusion, behaviour, exclusion, medical needs and teaching and learning policies.

1. Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements
- The Code of Practice 2015

2. Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age
- Has a disability, which prevents or hinders the pupil from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3. Aims and Objectives of Provision at Elm Park School

At Elm Park, we believe that all children and young people are entitled to an education that enables them to meet and exceed their potential so that they:

- Achieve their best
- Are able to participate fully in the school community and are active in decisions about their education.
- Become confident individuals living fulfilling lives
- Make a successful transition through every stage of their education to adulthood. At Elm Park this means smooth transitions from Pre-school/reception to Key Stage 1 (we liaise with the SENCo of the Early Years setting); smooth transition from Key Stage 1 to Key stage 2; We lead a structured transition for our year 6 SEND pupils prior to them attending secondary school. At Elm Park we liaise with the SENCO of the Secondary school the pupil will attend to ensure that they are prepared for their new experiences once they leave our care.

4. In order to achieve our aims, we will:

- Use our best endeavours to make sure that a child with SEN gets the support they need
- Use a range of teaching and learning styles and resources to enable access to the entire curriculum
- Ensure that pupils with SEN engage in activities alongside those pupils who do not have SEN
- Designate a teacher to be responsible for coordinating SEN provision (the SENCO)
- Inform parents/carers when special educational provision is being made for a pupil
- Produce a Special Educational Needs and Disabilities (SEND) Policy

5. Working in partnership

At Elm Park School, we will ensure that all parents/carers are fully informed of any SEND their son/daughter may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make. All parents of pupils with special educational needs are treated as partners.

We expect parents/carers to:

- Recognise and fulfill their responsibilities and play an active and valued role in their son/ daughter's education.
- Be informed by the school of their son/daughter's placement within the SEN framework.
- Have the opportunity to make their views known about how their son/daughter is educated.

- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.
- Fulfill their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal); Pupil Passport reviews and Annual EHCP reviews. To help in this support the LA recommends the local parent partnership service South Glos Parents and Carers Forum.

6. Pupil Participation

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school should listen to the views of the pupils. For pupils with SEND, we aim to involve the pupils in understanding his or her difficulties and what is needed to overcome them. We also encourage pupils with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEN are given the opportunity to contribute to their termly reviews.

7. Identification, Assessment and Provision

At Elm Park, we recognise the importance of early identification of SEN. Early intervention and response improves the long-term outcomes for pupils (appendix i).

Early Identification

Every pupil's skills and attainment will be assessed on entry to Elm Park. At the same time, we will consider whether a pupil has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

The needs of pupils are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Class teachers should make regular assessment of all pupils and identify those who are making less than expected progress. The first response to any pupils who falls in to this category should be highly targeted teaching at the area of development by the class teacher. Following this, if there is no improvement, the class teacher, in conjunction with the SENCO, should gather further evidence using the initial concerns checklist (appendix ii) (including the views of the pupil and parents)
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEN based on the SEN Support Frameworks in one or more of the 4 '**broad areas of need**'; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties or Sensory or Physical Needs.

8. Special Educational Provision at Elm Park

Class teachers are responsible and accountable for the progress and development in their classes, including where pupils access support from teaching assistants and/or specialist staff. Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable

pupils. In deciding whether a pupil has SEN, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the pupils. Any decision on whether SEN provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the pupil and the parents/carers. This should then determine the support that is needed.

If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set. SEN provision will be based on all information received, but initially through our own in school test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all students, but will be used in conjunction with our own data. Identification and provision will be made through the SEN Support Frameworks for each of the four categories of need.

In class Teaching Assistant support will be allocated to pupils with an EHCP (Education Health Care Plan).

Where there is any spare capacity for in class support, the SEN Support Frameworks will be used to decide where the in class support is allocated.

A pupil's level of SEN need will be recorded on SIMS.

9. SEN Support at Elm Park

Where a pupil is identified as having SEN, action should be taken to remove the barriers to learning. This support should take a four –part cycle. This is known as the '**graduated Response**'. The four parts to the cycle are:

Assess, Plan, Do, Review.

Plans will be written by the class teacher.

All pupils who are identified as having SEN will have progress meetings 3x per year between the class teacher, parents/carers and the pupil to review the progress. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the pupil achieve the outcomes and identify the responsibility of the parent, pupil and school. Impact sheets for the cycle are recorded to identify progress and a copy is given to the SENCo.

Class teachers have high expectations of children and small step targets are provided to ensure progress for SEN/D. Children, who are on the SEN/D register are monitored and tracked throughout school in pupil progress meetings, and any underachievement is highlighted and interventions or strategies are put into place to support learning and improvement. These are communicated to parents via a letter written by the class teacher (appendix iii) or a Pupil Passport.

10. Involving specialists

Where a pupil continues to make less than expected progress due to SEN, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process.

11. Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP. Please see our website for further information.

12. Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child. Please see our website for further details.

13. Accessibility

Please see our Accessibility and Single equalities policy for further information.

14. SEND funding

The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher and SENCo. The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENCo are met from the main school budget. The SENCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

15. Role of the Governing Body

The Governors must have regard for the Code of Practice, part 6 when carrying out their duties towards all pupils with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities. The Governing Body has identified a link Governor (SEND Governor) to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The SEND Governor ensures that all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel.

16. Roles and Responsibilities

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCO who keeps the Head and governing body fully informed, through the line management system. All teachers are teachers of pupils with SEN and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all pupils in their class including pupils with SEN/D, which further includes where pupils access support from teaching assistants or any other specialist staff.

Teaching Assistants are a valuable part of the support for pupils with SEN. The SENCo maintains overall responsibility for all SEN teaching assistants and HLTAs.

17. SEN In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEN within their classroom. The SENCo is aware of all relevant courses relating to SEND. All staff to have access to this information and the SENCo to advise as necessary.

Bespoke training

Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this. Staff training needs are identified via the Professional development audits. From this, a package of CPD will be devised to support provision.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants. Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the

student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, Autistic Spectrum Condition Support Service.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

18. Links with External Agencies

The school has positive links with many outside agencies which support the learning and development of the pupils in our care. The list of agencies changes frequently according to the needs of the SEND children at our school.

19. Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND link Governor and the Headteacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school at including pupils with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.