

# Eyam C of E Primary School

## Special Educational Needs and Disability (SEND) Policy



*'Let your light shine'*

Agreed: Spring 2020

Review: Sept 2022 rev Jan 2023

*Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.*

*We learn as a TEAM because Together Everyone Achieves More.*

Signed by \_\_\_\_\_Dr\_Claire Walsh\_\_\_\_\_on behalf of the Governing Body Date: Sept 2022



# **Eyam CE (C) Primary School**

## **Special Educational Needs (SEN) Policy**

“The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.”

(Warnock Report, 1.4)

### **Values and Vision**

Eyam School aims to be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Our core Eyam values are: Respect, Resilience, Responsibility

### **Introduction**

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. We believe in nurturing and developing the educational, social, emotional, cultural, and spiritual needs through our curriculum design. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enabling them to participate effectively in learning activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with

special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Education (Special Educational Needs) (Information) (England) Regulations 1999 require schools to set out:

**“The objectives of the governing body in making provision for pupils with special educational needs, and a description of how the governing body’s special educational needs policy will contribute towards meeting these objectives.”**

### **Aims and objectives**

The aims of this policy are to ensure that at Eyam School we:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed, and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children’s special educational needs;
- enable all children to have full access to all elements of the school curriculum;
- ensure that parents can play their part in supporting the child’s education;
- ensure that our children have a voice in this process.

### **Key themes we are keen to implement are:**

- Thinking about learning – the metacognitive process of thinking about how we learn, **and the adjustments we would make to address any learning differences.**
- Inclusion
- Challenge and support
  - Understanding what challenge means for different children
  - Providing a range of strategies to help engage with learning, including what to do when you get stuck
- Differentiation
- Independent learning:
  - **Scaffolding strategies to reduce** dependence on the teacher

- Learning how to be independent
- Taking control of your own learning
- Interdependent learning – learning together
- Questioning and talk – learning how to talk, how to listen and how to question

### **Educational inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.
- might have physical needs that mean they need additional help; equipment supports or challenge
- may have emotional needs which effect their learning or ability to socialise
- may face additional challenges during their lives which may affect their learning

### **We therefore intend . . .**

- To consider the Code of Practice on the identification and assessment of special educational needs.
- To follow the guidelines laid down by Derbyshire Education Authority.
- To work in partnership with the child, parent/carers, all staff, governors, and outside agencies.
- That through quality first teaching class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.

- To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- Where a child is identified as having special educational needs an Individual Education Plan will be drawn up, tailored to each individual. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher, and support services where appropriate.
- To enhance self-esteem by setting and celebrating the attainment appropriate targets and by using the rewards and to reward both effort, achievement, and a positive contribution.
- To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include the child within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies available through the LEA and the LHA, such as the schools Doctor, Pediatricians and the Health and Social services.
- Through quality first teaching (QFT) teachers will provide a structured scaffolded writing focus, word mats, special dictionaries, and wide range of concrete materials in maths as well as a clear learning objective and steps to success.

### **Graduated Response**

In line with the Code of Practice we offer a graduated response; all children receive quality first teaching (QFT) by all staff in school who take responsibility for ensuring the best possible program for every child. Staff adapt, extend, and reinforce basic skills and concepts, share learning objectives, focus on individual needs, use a range of learning strategies such as kinesthetic, visual, and auditory, monitor progress and liaise with parents. This universal provision is termed Wave 1: Inclusive QFT.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Wave 2.

The child's class teacher or TA will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will work closely with parents and pupils to understand both strengths and challenges.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term SMART targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the dates for the plan to be reviewed. In most cases this review will take twice yearly.

Progress will be closely monitored and reviewed with the SENCO during specific termly pupil progress meetings. This graduated response is based upon both teachers, parents and pupils working together. It is highly personalised as it responds over time to a growing understanding of the child's barriers to learning and an increasingly individualised assessment of need. The code 2015 states *"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff."*

Wave 3 provision is for a small minority of pupils who require external provision or may have applied for an Educational Health Care Plan (EHCP) or be in receipt of Graduated Response for Individual Pupil (GRIP) funding, TAPs funding (a short-term grant) or by specialist support such as speech and language, autism outreach, Childhood Adolescent and Mental Health (CAMHs), Multi Agency Team (MAT), SSEN (Specialist Service for Special Educational Needs) and Behaviour Support Team (BST).

Children may have an assessment with the EP for a specific need however their support may still be provided entirely from within existing staffing.

A SEND Support Plan (IEP), including input from parents, pupils and staff will be compiled for pupils in Wave 2 and Wave 3.

If the child continues to demonstrate significant cause for concern, and gaps remain despite consistent and specific interventions, an application for an EHCP, including assessments by professional services and school staff, will be made to the LA. A range of written evidence about the child will support the request. This will include an interview with both parents and

child, copies of any assessments and provision maps showing the outcomes of support already provided by the school. An EHCP is rarely given in mainstream school and can take up to a year to apply for.

## **Identification and Assessment**

The law says that a child has special educational needs if he or she has:

- a learning difficulty (i.e., a significantly greater difficulty in learning than most children of the same age, or a disability which makes it difficult to use the educational facilities provided locally); and if that difficulty calls for
  - special educational provision (i.e., provision additional to, or different from, that made for children of the same age in local schools).
  - Therefore, the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.
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- Any of the following may trigger a concern.
  - Parents / Carer
  - Child
  - Class teacher assessment
  - Response/ length of time on SEN register
  - Any of the support services mentioned later
  - Records – transferred from another school
  - Base line assessments
  - SAT results
  - In-house testing and assessment
  - Special needs register
  - Pupil tracking



- Performance monitored by the teacher as part of ongoing observation and assessment
- Progress against the objectives in Literacy and Numeracy
- Performance against the level descriptions within the National Curriculum at the end of a key stage
- Standardised screening or assessment tools.
- Adequate progress can be defined in several ways:
  - closes the attainment gap between the child and their peers
  - prevents the attainment gap growing wider
  - is like that of peers starting from the same attainment baseline, but less than that of the majority of peers
  - matches or betters the child's previous rate of progress
  - ensures access to the full curriculum
  - demonstrates an improvement in self-help, social or personal skills
  - demonstrates improvements in the child's behaviour

### **The role of school staff:**

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers are responsible for inclusion, working closely with the SENDCO and outside agencies. It is the school's responsibility to ensure that every child has full access to the wider school curriculum such as clubs, trips, adventurous activity, sports, swimming, worship, productions and additional events and performances.

### **The role of SENCO:**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;

- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

### **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

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. They ensure there is an annual SEN information report easily available on the school website. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

An identified governor ([Claire Walsh](#)) is to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment, and personnel. The Head is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan.

### **Allocation of resources**

The headteacher, as SENCO, 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 EHCP. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### **EHCP**

When a child is brought to the attention of the LEA by a request for an EHCP, the LEA must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LEA will pay particular attention to:

- evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled “Inclusion: Providing effective learning opportunities for all children”
- evidence provided by the child’s school, parents, and other professionals where they have been involved with the child, as to the nature, extent, and cause of the child’s learning difficulties
- evidence of action already taken by the child’s school to meet and overcome these difficulties
- evidence of the rate and style of the child’s progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision of additionally funded support

“Once all the advice requested for the EHCP assessment has been received . . . , the LEA must decide whether to draw up a statement. The LEA may decide that the degree of the child’s learning difficulty and the nature of the provision necessary to meet the child’s special educational needs is such as to require the LEA to determine the child’s special educational provision through a statement.”

(Special Educational Needs Code of Practice DfES 2001 p.95 8.1)

When a statement is made, teachers will monitor and informally review progress during the year using the normal curriculum and pastoral monitoring arrangements for all pupils and writing provision maps as appropriate.

All plans must be reviewed at least annually, but if a child’s needs change, a review is held as soon as possible to ensure that the provision specified in the plan is still appropriate.

### **Partnership with Parents (all those with parental responsibility)**

“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.”

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However, all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- 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.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

"A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs."

(Education Act 1996 Section 332A)

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision

- fulfil their obligations under home-school agreements which set out expectations of both sides.

### **Pupil Participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children work towards setting achievable targets for themselves within the class, this can only be viewed as a natural extension.

### **Children need a range of support**

We do need to be particularly aware of children who have SEN. Children who learn **in diverse ways to their peers, will require different approaches and support. They may learn at a different rate, or have some developmental delays** so that they progress more slowly. **Adjustments to classroom tasks, with a focus on quality not quantity, may need some support with classroom tasks,** either from the class peers or a support assistant/ teacher.

**Children who have specific learning difficulties, can struggle with language tasks, organising, working memory or focus. This can become more apparent as the child grows older. They will often require modification of tasks and structured activities to work on specific skills to support their learning, from either within school or from external support services.**

**Children with additional physical needs which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor, or mobility problems, need particularly careful monitoring, to check they are making timely progress. They may not need extra educational support, but staff must be aware of the classroom environment, such as where they sit in the class. The needs of individuals with mobility problems must be addressed when planning educational visits and all aspects of PE and movement between the school sites.**

Children who are not reaching their potential because of behavioural difficulties and unhelpful attitudes to learning, can have previously unrecognised learning difficulties which may be a contributing factor to their challenges. We must provide a positive approach with ongoing reviews to provide timely interventions.

Children who are passive or withdrawn, are easily overlooked, but may not be making acceptable progress in academic and/or social skills.

We also need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family crises, and children who are the victims of abuse or bullying.

### **Emotional and social support for overall well-being**

The emotional and social development of all children is important to us at Eyam Primary School. The children regularly take part in mixed age group activities to ensure that all the children are fully integrated across the school.

There are opportunities for all the children in Years 3-6, regardless of additional needs, to be a playtime friend who are trained to help include all children in enjoying playtime. They can also take part in the School Council and the Fair Trade and ECO committee. Each class is divided into House groups lead by a House Captain – this provides opportunities for House discussion and the formation of alternative friendship groups.

All classes follow a revised PSHE Curriculum (see Curriculum page) with regular discussions about emotional development which includes the strategies children can adopt for self-help and finding out how to ask for help.

- When a child needs additional support with their social and/or emotional development, we can offer nurture group, positive play on a 1:1 basis or structured play in small groups.
- In addition, at Eyam we also have an ELSA (Emotional Literacy Support Assistant) who meets children 1:1 for regular sessions to support emotion and social skills.
- The school has access (through the Call Derbyshire Starting Point referral system) to a triage team through a referral to Social Services. We also work with the Early Help Family Multiagency Support Worker who will meet with parents who have concerns about their child's emotional, social, or behavioural needs either in school or at home

and will work with the families directly or with the school to try and resolve these issues or direct families to alternative support.

### **Planning how to teach to enable effective learning with challenging behaviour**

It is especially important that staff should enlist the help of the Head/Deputy before a child's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child behaviour charts and coping strategies would be used as well as emotional support or a specific programme used. If the challenging/inappropriate behaviour persists then we will seek additional help and advice from the support services.

Occasionally, a child finds the following of our school rules extremely hard and continually behaves in an already unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The child may as a last resort be excluded from school for a set number of days. The school follows Derbyshire Education guidelines here. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers.

### **Training**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCO.

The SENCO has completed the national SENCO training Award.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop his/her skills through attendance at specialist training discussions with outside specialists.

### **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The governing body reviews this policy annually and reports the outcome of the

review to the full governing body.

### **Support for Young Carers at Eyam School**

Young carers are children and young people under 18 years old who provide regular and ongoing care to a family member who is physically or mentally ill, disabled or misuses substances (ADASS, ADCS and The Children's Society, 2012). At Eyam School we recognise the needs of young carers and aim to provide support through a whole-school and holistic approach. Please refer to the Young Carers Policy for further information.

### **Links with other Policies**

At Eyam we update our Safeguarding Policies annually and always bear in mind that young people with extra needs are more vulnerable to various causes of abuse. To this end we monitor and support the families of these children and liaise with parents to ensure that they can access the child safety work that we do at school such as on-line safety and keeping safe as well as our lessons on personal and sex education.

### **Other Policies which relate to the SEN work in school:**

- Special Educational Needs Report
- Positive Behaviour Policy
- On-line safety Policy
- PSE Policy
- Anti-Bullying Policy
- Keeping Children Safe in Education
- Code of Conduct for Staff
- Intimate Care Policy
- Child Protection Policy
- Equal Opportunities Policy
- Children Missing from Education
- Intimate Care policy
- Low level concerns Policy (2022)