



The Ellis CE (VA) Primary School

Special Educational Needs Policy

Approved by GB	September 2016
Renewal Due	September 2017
Renewal Frequency	Annually

The Ellis CE Primary School SEN Policy



Our definition of inclusion:

As a church school we believe all our pupils irrespective of need, have a right to access the full remit of school life. At the Ellis, we ensure that all pupils have access to an enriched environment and a stimulating curriculum that enables all pupils to enjoy and achieve their full potential. Children are encouraged to foster a keen desire to learn, do well and reach their goals in a safe and secure learning environment.

Special Educational Needs Rationale

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils all staff at The Ellis Primary School aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds, faith or ethnic groups

Staff at The Ellis Primary School value pupils of different abilities and support inclusion. Staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.

Within each class teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with Special Educational Needs will be part of this process.

This policy outlines how the school meets the needs of children who experience barriers to learning, which may relate to inherent difficulties (such as sensory or physical impairment), or may relate to factors in their environment, including the learning environment they experience in school.

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

At The Ellis C.E Primary School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

The SEN Co-ordinator is Mr D Grayhurst. Mr Grayhurst has had the National SENCO Accreditation since January 2012.

The SEN Governor is Mr M Wood.

Objectives

The progress of all pupils will be continually monitored to trigger early identification of additional needs as they arise. The staff draw on the expertise of the SENCO who advise and support the staff in providing effective early intervention to meet children's individual needs .

Full access to the curriculum* will be provided through differentiated planning by class teachers, SENCO and Teaching Assistants as appropriate. (*There is an exception where disapplication, arising from a Statement or Education, Health and Care Plan, occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils).

Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those pupils registered as having SEN.

Progress of pupils with SEN will be reviewed termly to provide the most effective and relevant learning provision. Annual reviews will be conducted for all children. In Y2 and Y6 – these will also incorporate transition planning.

The Provision Map forms the basis for all SEN action. The SENCO / Headteacher/ Assessment Coordinator will meet with each class teacher termly to discuss the Provision Map at Pupil Progress Meetings. Information about the pupils' progress data will drive the review process.

All members of the school community will perceive pupils with SEN positively.

SEN provision is positively valued and accessed by staff and parents.

We will use our best endeavours to meet the needs of as wide a range as possible of children who live in our catchment area.

Children will move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

Parents/carers will be fully involved at every stage in plans to meet their child's special educational needs - children themselves will be involved, wherever possible, in planning.

What is a special educational need?

'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions. (Taken from paragraph xiv, SEN Code of Practice 2015).*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (SEN Code of Practice 2015)

What is a disability?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Within the Code of Practice, there are 4 broad categories of SEND:

- **Communication and Interaction:** children with speech, language and communication needs, including those with an Autistic Spectrum Disorder.
- **Cognition and Learning:** children with moderate, severe or profound and multiple learning difficulties
- **Social, emotional and mental health difficulties:** this includes children who show withdrawn or challenging behaviours for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs:** this includes children with a visual impairment, hearing impairment, multi-sensory impairment or a physical disability.

Arrangements for coordinating SEN provision

The SENCO will be alerted to newly arising concerns through informal meetings and Pupil Progress Meetings. The SENCO will meet with staff to discuss and review SEN concerns and support the class teachers in completing the relevant paperwork.

The SENCO monitors planning for SEN and is able to support class teachers and Teaching Assistants with their planning. Targets arising from Individual Education Plan (IEP) meetings and reviews each term will be used to support planning for all on the SEN register.

Teaching Assistants, class teachers, the SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Where pupils with additional needs are making little or no progress despite a high level of intervention the SENCO will request advice from the relevant specialists regarding Cognition and Learning, Communication and Language, Physical and Sensory Impairment, Emotional, Social and Mental Health difficulties.

Admission Arrangements

Children with Special Educational Needs are considered for admission to the school on exactly the same basis as children without special educational needs, unless a Statement or Education, Health and Care Plan (EHC plan) is in place, in which case, as statutorily required – where the school is the named placement – pupils receive admission priority on entry at F2.

Where children have attended alternative nursery provision prior to starting school, there will be close liaison between the SENCO and the Nursery Teacher to ensure continuity of provision.

In the Foundation Stage; children identified prior to joining our school as having SEN will be closely monitored to ensure a balance of both provision and opportunity.

Prior to starting school, parents/carers of children with a Statement or EHC Plan will be invited to discuss the provision that can be made to meet their identified needs.

Special Facilities and Access Arrangements

The Ellis CE Primary School has no specialised units or specialist teachers for SEN. Several members of staff have received specialist training for SEN pupils in autism and dyslexia.

The Ellis CE Primary school is a single story ground floor building. Access into the main entrance is on ground level which makes it accessible for all and the school has one toilet suitable for those who have a physical disability.

As the Ellis is an inclusive school, special provision will be arranged for any child who is legally disabled to ensure their needs are catered for so that they are able to achieve and participate fully in the life of the school, wherever practicable.

The Ellis CE Primary School 'new build' was built with the latest building regulations in mind for disabled access.

Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Our PSHE curriculum and core Christian values help children to be aware of and positively respect the differences, as well as the similarities between people, and to be sensitive to one another's needs.

Additional support for pupils is provided by the Teaching Assistants within the classrooms. Additional individual help is also timetabled for children with a specific learning need or Statement/EHC Plan.

Resources for SEN are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Development needs are incorporated into the School Improvement Plan when required. Master copies of purchased interventions are stored in the SENCO's office.

Specialist resources are accessed for children with Statements or EHC Plans through submission to LEA after specialist / Agency / Health Authority advice has been sought.

Training and non-contact time for SENCO are allocated from SEN and Standards Fund budgets.

The School Access Plan works in conjunction with the SEN policy. This outlines the access arrangements for all pupils but specifically acknowledges current SEN requirements within school.

Identification and Assessment Arrangements and Review Procedures

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. The primary trigger is therefore a concern raised by the class teacher, underpinned by viable evidence, that despite effective differentiation and other arrangements, a child makes little or no progress.

Children are identified as having SEN through the following criteria:

On entry to school at any time

They have an EP (Educational Psychologist) or other recognised agency assessed learning difficulty.

If there is an EHC Plan in place.

If previously registered at any stage of the Code of Practice (2014) by another school or authority.

At any time

If parents/carers have a concern about their child and this is supported by the class teacher.

If the class teacher has a concern which, after discussion, the SENCO supports.

If they need an individually adapted behaviour plan in order to access the curriculum.

If a pupil has a significantly uneven learning profile.

If parents / teachers identify a physical, emotional or mental health need.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The Barnsley SEN 'Threshold Descriptors' are used to identify a child or young person's special educational needs, what level of support is

required and what provision/strategies need to be put into place. Children will be registered as having SEN after discussion with the class teacher during pupil progress meetings and after discussion arising from the SEN concerns form. The class teacher will involve parents/carers at this stage to ensure they are in agreement with their child being registered and receiving additional support.

Children registered at School SEN support or higher will be monitored by all those involved with the child, and will be reviewed at least termly through IEP meetings and reviews. Parents/carers will be invited to discuss and agree all new IEPs. Children with a Statement or EHC Plan will also have an annual review to which all those working with the child will be invited or asked to contribute reports.

Reviews and assessments made by parents/carers, partner schools, social services, health authorities etc will be used to inform the review process. The Early Help Assessment (EHA) process, may be also be used to support this procedure with support from the school's Parent Support Advisor.

Pupil progress is monitored by the class teachers and Headteacher. The SENCO specifically tracks and analyses the data of individual pupils on the SEN register. TAs and class teachers record significant achievements and difficulties on their cohort Provision Maps. These are discussed at the IEP meetings between the SENCO and the class teacher.

All children will be working towards agreed targets and these will form the main focus of each review. Monitoring of these targets and planning will provide the evidence to agree movement between stages of the Code of Practice (2014). Parents/carers will be informed if any changes to the stage of registration are made.

Education, Health and Care assessment

A request for an Education, Health and Care assessment is made to the local authority. The local authority has 6 weeks to decide if the assessment should go ahead. If it decides to progress the assessment, information is gathered from the parents, school and other professionals involved with the child. Once the information has been collected, the decision is made whether or not to draft a Education, Health and Care Plan. The draft plan is then agreed. The whole process has to be completed within 20 weeks.

An Education, Health and Care Plan is only issued where there is a high level of need. The plan will state what range of support is appropriate. Support for ranges 1 to 2 is met entirely from within the school's budget. Where a range 3, 4 or 5 Education, Health and Care Plan is issued, top up funding may be available for additional support for a child.

Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum

Schemes of work for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Long term planning, through topic structures are in place and areas of the curriculum are planned throughout the school to include continuous and blocked units of work. From this class teachers plan a mid-term forecast which details learning outcomes for all pupils. Weekly and daily planning identifies individual learning targets which are matched to the needs of each child including those with SEN. The school shows a commitment to ensuring that all pupils have access to quality first teaching. Where appropriate, pupils who have complex needs will require a highly personalised curriculum and an intense level of adult support. Records for children with IEPs run alongside whole class and group planning.

Classroom teachers are at the heart of the new SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in the planning and reviewing progress: Seek their views and provide regular updates on progress. Class teachers need to meet with parents at the end of each term and involve them in the review progress of IEPs and setting new SMART targets for the next term. This is also an opportunity for teachers and parents to discuss future support and provision e.g. interventions or support from outside agencies.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then

activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Some TA support is planned to support the child in accessing Literacy and Mathematics and through this the rest of the curriculum. Other additional needs may be met through use of visual resources such as timetables or other differentiated support materials/resources.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as Computing where this is appropriate. Specialist advice and support will be sought from the Barnsley Education Specialist Support Team (BESST)

The School's Arrangements for SEN In-Service Training

The SENCO attends relevant SEN briefings and collaborations meetings to update and revise developments in Special Needs Education.

In-Service training and individual professional development is arranged and matched to the current needs of pupils and issues as they arise.

In-house SEN training is provided through staff meetings and INSET by the SENCO and Head Teacher.

All staff have access to professional development opportunities and are able to apply for SEN training where a need is identified.

Teaching Assistants are encouraged to extend their own professional development and the management team will ensure that training courses are assigned to meet particular needs where this is possible.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO at the termly Single Conversation meeting.

Professionals from Inclusion services visit to provide advice, share resources and provide in-service training when necessary. A report is written following a visit which is shared with teachers and parents. Specialist teaching is requested where we do not have the necessary in-house expertise - for example, in relation to children with autistic-spectrum disorders, sensory impairment or severe emotional and mental health difficulties.

Teachers from the Sensory Impairment Team will work in school to support children where this is indicated on their EHC Plan.

The Speech and Language Therapist (SALT) will work in school to support children where this is indicated on their EHC Plan. Where it is not indicated on an EHC Plan, the SALT will provide advice and may send a programme of work to be followed in school.

The SENCO liaises frequently with a number of other outside agencies, for example:

- . Inclusion Services
- . Educational Psychology Services
- . School Nurse
- . Community Paediatrician
- . Speech Therapy
- . Physiotherapy
- . Occupational Therapy

Parents' permission is always sought if any outside agency is required to become involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils with SEN.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made for the class teacher to meet all parents whose children are being registered as having SEN. The SENCO will be invited to this meeting if either the class teacher or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed, we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their

views to the review process. All IEPs and reviews will be copied and sent to parents after meetings.

Parent / Pupil / Teacher consultations provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Should parents/carers have concerns that they feel are not being addressed, they are encouraged to raise this initially with the class teacher and then with the Head teacher. If this fails to resolve the issues, matters can be raised with the Governing Body through our complaints procedure, available from the school office.

Supporting pupils at school with medical conditions

The Ellis CE Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. The Headteacher, is responsible for co-ordinating the management of medical needs in school. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. See the Medical Needs Policy for more details.

Links with other schools / transition arrangements

Early years staff will respond to SEN concerns made available to them from nursery or day care units. They will also take note of the parents' views and any referrals from health or social service sources. They will make the SENCO aware of this meeting and where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools should receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from the Ellis C.E Primary School to new schools will have a Special Needs file which gives details of SEN and provision. The SENCO will discuss these children with other schools on request. Secondary school SENCOs are invited to Annual Review / Transition meetings.

Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Headteacher, Parent Support Advisor (PSA) or SENCO and referrals will be made as appropriate.

Education Welfare Service will be accessed through the visiting Education Welfare Officer as appropriate. Where necessary, Social Services will be involved. Class teachers alert the safeguarding leader to any concerns which will be discussed and future actions identified as required. The Headteacher is the designated Safeguarding lead and the PSA is the deputy.

There are many voluntary organisations supporting SEN. The LEA maintains an up to date list. Parents will be given details of these groups on request or as appropriate. Information sent from organisations will be made available to parents.

Evaluating the Success of the School's SEN Policy

The SENCO will provide information to the governing body as to the number of pupils identified as having SEN at each stage, three times a year in the Autumn, Spring and Summer Term. The number of pupils transferring to or from each stage will also be noted.

SEN is a standing agenda item at all curriculum meetings and will be reported at the full governing body meetings through the SENCOs contribution to the Headteacher's report.

Whole school monitoring and evaluation procedures are implemented by the management team and subject co-ordinators will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place throughout the academic year within each Key Stage. Percentage targets are set for children to achieve age related expectations at the end of Key Stage 1 and Key Stage 2. As part of our monitoring of vulnerable groups, the progress of children with SEND is also monitored separately and discussed during staff meetings at the end of each half term. Expected progress and development is tracked at the end of each term and is analysed/evaluated by taking account of the individual starting points and the particular needs and circumstances of each child on the SEN register.