



Special Education Needs (SEND) Policy 2017/ 2018

At Eastwood Primary and Nursery we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and emotional well-being of all our children matter. This is to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

At Eastwood Primary School and Nursery we provide a creative, themed approach to learning with enrichment activities that provide opportunities for everyone to achieve and succeed. The Early Years Foundation Stage Curriculum and the National Curriculum are our starting point for the planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Definition of Special Educational Needs

Definitions of special educational needs (SEN) taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, special education 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. You can find a link to this on the school website. The Local Offer describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims & Objectives of the Policy

- To create an environment that meets the educational needs of each child, ensuring that all students gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To ensure that the special educational needs of children are identified, assessed and provided for.



- To ensure that the social and emotional needs of all children are met.
- To recognise that provision for children and young people with a special educational need or disability is the responsibility of ALL adults involved with the care and education of such young people and children.
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our children.
- To develop a partnership with parents / carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
- To take into account the views of the child concerned in order to provide more effectively for them.
- To promote effective collaboration with external services, health services and social services in order to ensure effective action on behalf of students with special educational needs and disabilities.
- To liaise with agencies to ensure that ALL staff are aware of their responsibilities towards students with special educational needs and are able to exercise them.
- Create a school environment where children can contribute to their own learning. This means encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs, and carefully monitor the progress of all children at regular intervals. Children's participation is encouraged through school by wider opportunities such as residential visits, school plays, sports teams and extra-curricular clubs.

Educational Inclusion

At Eastwood Primary and Nursery we ensure that our school ethos **NURTURE GROW ACHIEVE** runs through every element of our school culture and day to day practices. This school aims to offer excellence and choice to all children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation and want all children to feel that they are valued in our school community. We have high expectations of all children and through appropriate curricular provision, we respect the fact that children:

- have different educational, behavioural, emotional and social needs and aspirations;
- require different strategies to enable learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

No one person is responsible for the success and achievement of SEN children at Eastwood. Every member of the staff works in partnership to support not only the learner but also their family / carers. We have a unique approach which values relationships and draws on the parent's / carers knowledge of their own child, the child's own view, knowledge and guidance from outside agencies as well as the teaching and Pastoral Team who work at Eastwood.

Teaching Staff

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language, numeracy and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Learning Support Assistances (LSA)

Learning Support Assistances work in a variety of ways under the direction of and in liaison with classroom teacher.

- They can help develop the child's literacy and numeracy skills,
- Assist in identifying children's needs and encourage the inclusion of students with SEND,
- Assist in improving behaviour where students have Social, Emotional and Behavioural Difficulties (BESD).
- Work with individuals or groups of students under the direction of the teacher, monitor and record student's progress, assist in providing for students who have medical needs as appropriate.



Pastoral Team

The Pastoral Team consists of 1 SENCo, 1 EYFS SENCo support, 1 Family Support worker and 1 Child and Family Support Worker.

All members of Pastoral Team work in partnership with the class teachers. They support the teacher and LSAs to implement a range of strategies that are carefully designed to support achievement and progress for all children. They use a range of strategies that make full use of all available classroom and school resources. The child's progress will be monitored using assess, plan, do and review cycle.

Parents / Carer Givers

Eastwood Primary School and Nursery upholds the principles enshrined in The Children and Families Act 2014 that a close working relationship with parents /carers is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

Once a term structured conversations are held for all children on the Special Educational Needs register with the class teacher and SENCO, giving the parent an opportunity to discuss any achievements, issues or needs. At these meetings, Learning Plans (previously known as an ISP) are co-produced with parents. Parents / carers of a child with an Education Health Care Plan (EHCP) are invited to discuss their child's progress at their annual review. Eastwood Primary School and Nursery has an open door policy. Parents / carers are welcome to arrange to meet with a relevant member of staff.

Child's Voice

Children on the SEN register (SEN support and children who have an EHCP) are invited to make a contribution to the Pupil Passport that works alongside their individual Learning Plan. These are written in child-friendly language so everyone who works with the child has an understanding of the child's needs from the child's view point.

Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Identification of a child's needs

Quality First Teaching (Code: 6.19 – Special Educational needs and disability practice: 0-25 years. January 2015. Department of Education)

- a) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) If no progress is being made, the class teacher completes a Cause for Concern form. The SENCO arranges to meet with them to discuss their previous strategies and concerns. The SENCO will offer support and advice and may wish to observe the pupil in class. The Cause for Concern Form will also be discussed at the weekly Pastoral Team meeting to assess if any other member of the Pastoral Team can offer support and guidance.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents / carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents / carers informally or during parents' consultations.
- i) Parents' evenings are used to monitor and assess the progress being made by children.



SEN Support (Code: 6.44, Special Educational needs and disability practice: 0-25 years. January 2015. Department of Education)

Where it is determined that a pupil does have SEN, parents / carers will be formally advised of this and the decision will be made to add them to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. All children on the SEN register have an Individual Learning Plan. These are reviewed through consultation with the child, parents/ carers, teachers and SENCO once a term.

ASSESS (Code: 6.45-6.47 Special Educational needs and disability practice: 0-25 years. January 2015. Department of Education)

This involves clearly analysing the pupil's needs using the class teacher's 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 parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

The SENCO and specialists from external agencies when appropriate, provide support with further assessment of the pupil's strengths and weaknesses and advise on effective support needed to ensure that we meet all children's needs. When required, we will request your permission to gain expertise from outside agencies. You will be kept informed throughout the whole process and be provided with copies of any additional reports or recommendations.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan (6.48 – 6.51 Special Educational needs and disability practice: 0-25 years. January 2015. Department of Education)

Planning will involve consultation between the teacher, SENCO and parents / carers 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 will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do (Code: 6.52 Special Educational needs and disability practice: 0-25 years. January 2015. Department of Education)

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 Learning Support Assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review (Code: 6.53 – 6.56 Special Educational needs and disability practice: 0-25 years. January 2015. Department of Education)

Reviews of a child's progress will be made regularly by the class teacher and SENCO. The review process will evaluate the impact and quality of the support and interventions.

Once a term collaborative Learning Plan meetings are held for all children on the SEN register. At these meetings the class teacher, parent / carers and SENCO have the opportunity to discuss any achievements, issues or needs. At these meetings, Learning Plans are coproduced. When and where, appropriate, children will be involved in these meetings. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development. On-going assessment will guide any necessary amendments, in consultation with parents / carers and the pupil.



Consulting children with special educational needs about their education

Learning Plans are discussed with the child so he/she understands their targets and any interventions that may be involved to achieve them. They're informed about their progress on a regular basis. Children are invited to make a contribution to the Pupil Passport that works alongside their individual Learning Plan. This is written in child-friendly language so everyone who works with the child has an understanding of the child's needs from child's view point.

Referral for an Early Help Family Support Assessment (EHFSA)

Early Help Family Support is about providing children and families, regardless of age, with the assistance they require as needs present to prevent escalation and more intensive support later on.

A member of the Pastoral Team will work with the parents / carers and outside agencies to ensure necessary guidance and support is provided. This may result in children and families working with outside agencies.

Information resulting from this process can be used to support an Education, Health and Care (EHC) needs assessment.

Referral for an Education, Health and Care Plan (EHCP) (Code: 6.63 Special Educational needs and disability practice: 0-25 years. January 2015. Department of Education)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) 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 points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents / carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCP can found via the SEND Local Offer and/or by contacting Parent Partnership Service.

Education, Health and Care Plans (EHCP)

a. Following Statutory Assessment, an EHCP will be provided by Southend Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's Parents / carers will be involved developing and producing the plan.

b. Parents / carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents / carers and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Working in partnerships with parents

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs and family needs.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.



Access to the curriculum, information and associated services

Children with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate children with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all children including those with SEN.

In-class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt children would benefit from this provision.

We set appropriate individual targets that motivate children to do their best, and celebrate achievements at all levels.

Inclusion of children with SEN

The SENCO and Curriculum Leads oversee inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all children. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual children, from external support services.

Evaluating the success of provision

SEN provision and interventions are recorded on the school's Provision Mapping software.

Where possible all provisions / interventions / booster lessons take place inside the classroom.

All provisions are updated and monitored by the class teacher and SENCO based on formative and summative assessment.

All additional, outside of class, interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff and parents.

Emotional and Social Barriers to Learning

Children can be referred to the Pastoral Team via a Cause for Concern form available to all staff. It can be used to highlight the identification of any external reasons for children's progress to be impaired. The support that can be offered includes: child counselling; support for parents from the Family Support Worker; support from Child and Family Support Worker.

In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEN.

The SENCO attends relevant SEN courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Links with other agencies and voluntary organisations

Eastwood Primary School and Nursery invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

The SENCO, SEN Support and Family Support Worker are responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services (SLT also liaises)
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service



- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Complaints procedure

If you feel that you need to make a complaint at any time, please refer to our complaints procedure which is available on the website. Alternatively, you can contact a member of the Senior Leadership Team.

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| Written by: | Nadine Shorten |
| Date: | 17 th July 2018 |
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