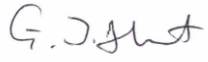



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<b>Signed by Chair of Governors</b>		<b>Signed by Headteacher</b>	

## **Etwall Primary School – SEND Policy**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2018)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher’s Standards 2012

### **INFORMATION**

The named person who is responsible for managing the provision for SEND at Etwall Primary School (SENCO) is **Mrs Sarah Giles**.

Mrs Giles has achieved the National Award for SEN (NASENCo award), graduating through the University of Northampton. Mrs Giles has co-ordinated Special Needs at Etwall Primary School since 2012 and has a vast range of experience working closely with the head teacher, Mrs Sarah Bentley, senior leadership team and governing body, in developing the strategic development of SEN policy and provision in the school.

Mrs Giles can be contacted through the **School Office on 01283 732301** or via email at [enquiries@etwall.derbyshire.sch.uk](mailto:enquiries@etwall.derbyshire.sch.uk)

The named Governor for SEN is **Mrs Zoe Poynton** who can be contacted through school on the above number and email.

Our SEN policy has been developed in consultation with the Etwall Primary School Staff and Senior Leadership Team. The content of the policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school’s governing body and will be reviewed bi-annually.

An annual SEN Information Report will be shared with parents, carers and the governing body and published on the school's website.

Every teacher is a teacher of every child or young person including those with SEND. As such Etwall Primary School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

## **OBJECTIVES**

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

### **What does SEND mean?**

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special educational provision to be made. This will be if the child:

Has significantly greater difficulty in learning than the majority of children of the same age.

*Or*

Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

The area of special need will be identified as either:

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment:

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

## **IDENTIFICATION OF PUPILS' NEEDS**

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Individual education plans (IEPs) are put in place in consultation with both the pupils and parents/carers and are reviewed termly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our children. Ongoing assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

### **A graduated approach:**

#### **Quality First Teaching**

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be carefully monitored.
2. 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.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. Staff will consult the SENCO as needed for support and advice.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward.
6. If a child has been recently removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school
8. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

#### **SEN Support**

Where it is determined that a pupil does have SEN, it will be discussed with parents and the children will be added 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 to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

## **ASSESS**

Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.

Any parental concerns will be noted and discussed.

Regular reviews 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 appropriate

Share information with external agencies. Where they are not involved they may be contacted, if this is felt to be appropriate, following agreement from parents.

## **PLAN**

Planning will involve consultation between the teacher, SENCO and shared with the parent and pupil to agree the interventions and support that are required; the expected impact on progress; development and / or behaviour that is expected and a clear date for review. This information will be detailed on the child's IEP along with the support provided and any teaching strategies or approaches that are required. The plan will also detail parental involvement to reinforce or contribute to progress at home. In some cases, this extra support will be provided on the school's provision map.

All staff working with the pupil, will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place.

## **DO**

The class teacher remains responsible for working with the child on a day to day basis. Class Teachers have responsibility for planning, monitoring interventions, and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.

The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advises on the effective implementation of support. The SENCO will seek advice from external agencies if appropriate.

## **REVIEW**

A child's progress will be regularly reviewed and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.

Child's views and where necessary the parents views will be taken into account. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the

pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **REFERRAL FOR GRIP FUNDING OR AN EDUCATION, HEALTH AND CARE PLAN**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress then the school can request GRIP (Graduated Response for Individual Pupils) funding.

This allows schools to access higher level need funding without the necessity to request an education health and care plan for pupils with significant barriers to learning.

Derbyshire's GRIP initiative is for pupils with significant special educational needs in primary and secondary schools.

GRIP gives pupils access to specialist services, as appropriate, such as support service for special educational needs (SSSEN), at this earlier stage and gives schools the earlier opportunity to reduce barriers to learning for pupils.

If an application is successful, schools will receive GRIP funding straight away, without the 20 week assessment period for an education, health and care needs assessment (EHCNA).

Schools will be able to submit documentation directly to show that a pupil's needs and barriers to learning require additional funding, above the resources normally available to them.

The GRIP funding will give schools and parents and carers the opportunity to be more flexible in how pupil support is best delivered and a range of interventions can be considered. Parents and carers must be fully involved and agree the GRIP plan in partnership with schools.

GRIP funding is reviewed annually and can help support the application for an Education, Health and Care needs assessment.

Further information about GRIP funding can be found via the Derbyshire Local Offer website:

<http://www.derbyshiresendlocaloffer.org/>

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress or if a child has lifelong or complex difficulties the school or parents can request an Education, Health and Care needs assessment. This will occur where the complexity of need or 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers / SENCO

- Parents
- Social Care
- Educational Psychologist / Clinical Psychologist (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Derbyshire Local Offer website:

<http://www.derbyshiresendlocaloffer.org/>

### **EDUCATION, HEALTH AND CARE PLANS (EHC)**

1. Following an Education, Health and Care needs assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan 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, the pupil and any other external professionals involved. The EHC Plan will also 'move' with the child. The annual review (Child Centred 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 / amending objectives.

### **WHAT IS THE LOCAL OFFER?**

The **Derbyshire Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire 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. More information can be found on:

<http://www.derbyshiresendlocaloffer.org/>

### **INCLUSION OF ALL PUPILS WITH SEN**

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, about individual children, with external agencies when appropriate.

The **admission arrangements** for all pupils are in accordance with the local authorities agreed admissions policy. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

## **LINKS WITH SUPPORT SERVICES**

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our school.

### **Support Services include:**

Educational Psychology  
Health – School nurse, Paediatricians, Clinical Psychologists  
CAMHS (Child, Adolescent and Mental Health Service)  
Speech and Language Therapists  
Teachers for the visually, physically impaired  
Physiotherapists, Occupational Therapists  
Behaviour Support Service  
Support Service for Special Educational Needs  
Specialist Outreach Services – Autism Outreach  
Social Services  
Multi Agency Teams

## **WORKING IN PARTNERSHIP WITH PARENTS / CARERS**

Etwell Primary School believes that a close working partnership with parents /carers is vital to ensure that:

- Information is shared with everyone
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social, emotional and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see Mrs Giles (SENCO) can be made through the school office.

## **SUPPORTING PUPILS AND FAMILIES**

Mrs Giles along with the class teacher is responsible for ensuring SEND children can access KS2 SATs and other assessments that take place during the school year. Schools can apply for access arrangements for SEND children who might need them for end of key stage 2 assessments. The types of access arrangements could be additional time to complete the test, rest breaks, a prompter/ reader or scribe.



When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child transfers to Secondary School, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate. This is done in consultation with parents.

For vulnerable pupils leaving Etwall Primary School to attend another primary school wherever possible every effort will be made to ensure a well planned transition package, time and distance dependent.

## **SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some may also have Special Educational Needs and may have a Statement, or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupil's with their specific medical needs / conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate an Individual Health Care Plan (IHCP) is drawn up. This provides clarity about what needs to be done, when and by whom. They are essential where conditions fluctuate or where there is high risk that emergency intervention will be needed, and are helpful where medical conditions are long-term and complex. However not all children will require one. The school, healthcare professional and parent agree based on evidence, when a healthcare plan would be inappropriate and disproportionate.

Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014 (reference Medical Policy Spring 2015).

## **ACCESSIBILITY**

Etwall Primary School has easy access to all classrooms as it is mainly built at ground floor level. Where there are steps or stairs within school from one area to another, there is an alternative route through a different door. The whole school building is accessible by wheelchair but from different points. The designated point of entry for our school has a disabled ramp and allows wheelchair access. There is a ramped pathway around the perimeter of the school building. All areas of the school can be accessed. However, the school hall and KS2 corridor cannot be accessed via the main entrance, but can be accessed through other entrances. All our classroom entrances are wide enough for a wheelchair. There is also a disabled toilet with changing facilities just off the school hall and a disabled changing room in the school swimming pool. The school car park has a disabled parking bay near to the entrance of the school.

In September 2012 a new classroom was opened for use by Year 1/ EYFS children. An auditory system was fitted.

## **COMPLAINTS PROCEDURE**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

<http://www.etwall.derbyshire.sch.uk/site>

## **EVALUATING SUCCESS**

This policy will be reviewed bi-annually. The governing body will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback
- Improved behaviour of the children, where this is appropriate

The SEN Policy needs to be looked at alongside the SEN Information Report which is available on the school website.

<http://www.etwall.derbyshire.sch.uk/site>

The SEN Policy will be reviewed bi-annually.