



EASTINGTON PRIMARY SCHOOL



SEND (Special Educational Needs and Disability) Policy

Eastington Primary School

SEND POLICY

At Eastington School we provide a broad, balanced and inclusive curriculum to ensure that all children make the best possible progress whatever their need or ability. All children are encouraged to enjoy learning, take pride in their achievements and participate actively in the life of the school.



Some of our children have a learning or physical difficulty which calls for special educational provision to be made for them. This is referred to as SEND.

At Eastington School we recognise that a child has SEND if he or she :

- has a significantly greater difficulty in learning than the majority of children the same age.
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

The aims of our SEND Policy are to ensure that:

- All children are given equal access to the curriculum and that each child's achievements are valued.
- We identify and assess children with SEND as early as possible.
- The child's parents are involved at every stage.
- We provide differentiation within a balanced and broadly based curriculum, in a way which supports children with SEND.
- Children's progress and individual needs are regularly recorded, monitored and reviewed to ensure the provision is appropriate and relevant.
- All staff receive appropriate support and training to ensure they are best able to meet the needs of the children they work with.
- We seek advice from experts working in a range of support services.
- The children's views are sought and recognised.

Roles and responsibilities

- **The SENCO** (Miss E. A. Greening) is responsible for co-ordinating the day to day operation of the SEND policy.
This involves...
 - overseeing the day to day operation of the schools SEND Policy.
 - liaising with and advising all staff.
 - maintaining the SEND register.
 - co-ordinating the provision for children with SEND.
 - deploying TA's.
 - co-coordinating the administration of systems for identifying, assessing, monitoring and record keeping for children with SEND.
 - ensuring staff receive appropriate support, advice and training.

- liaising with outside support services and agencies.
 - supporting colleagues with IEP'S.
 - maintaining good links with parents and carers of children with SEND.
 - co-ordinating the Annual Reviews for pupils with SEND.
 - meeting regularly with all TA's to discuss individual children and share good practice and effective resources.
 - liaising with Governor representatives
- **The designated School Governors.** (Mrs S Underdown and Mrs A. Parry) are responsible for monitoring the provision made for SEND children in the school and providing feedback to the Governing Body.
 - **The Class teachers** are responsible for delivering the provision to the children with SEND in their class.
This involves...
 - Being fully aware of the schools procedures for identifying, assessing and making provision for pupils with SEND.
 - Showing differentiation in planning which takes note of SEND targets written on IEP'S
 - Using effective and varied teaching strategies
 - Providing suitable learning challenges and resources appropriate to a child's need.
 - Creating a safe, stimulating and accessible learning environment
 - Liaising with SENCO to discuss progress made against individual targets and to identify the next steps.
 - Deploying TA's effectively.



- **The TA's (Teaching Assistant)** are responsible for supporting teachers and children in the class.
This involves....
 - Working with individual children to focus on specific targets.
 - Working with groups of pupils who have a shared need or who are acting as role models.
 - Delivering specific programmes of intervention e.g. Fizzy, Dancing Bears, Black Sheep, Language for Thinking.
 - Taking part in CPD to develop skills and knowledge.
 - Meeting regularly with SENCO to discuss individual children's progress and needs, and to share expertise and good practice.
 - Recording children's achievements against agreed targets and collating supporting evidence.
- **The Headteacher** (Mr M.J.Strang) is responsible for overseeing and assisting with the efficient implementation of the SEND Policy and for the allocation and effective use of the SEND Budget.

Record keeping

All children who have been identified with SEND have an IEP.(Individual Learning Plan)

This identifies the next steps the children need to make in their learning and development and the resources or activities that will assist the acquisition of the skills.

IEP's are reviewed each term, progress against agreed targets is evaluated and new targets are made or adjusted.

TA's have a copy of the IEP which is shared with the child, and they also maintain a weekly record of children's achievements against these targets.

Reports from a range of professional agencies and the advisory teaching service are made available to the relevant teachers and TA's and the SENCO retains a copy in the SEND Records file along with children's Statements.

Identification, assessing and reviewing

The SENCO reviews the provision for SEND with all class teachers each term. Once a teacher expresses concern about a child, progress will be monitored through observations and ongoing assessments of work against National expectations. If rates of progress are below expectations and an additional or differentiated provision is required, a child will be placed on the SEN register.

• School Action

Children who trigger intervention through School Action may...

- make little or no progress even the teaching has focused on a child's identified areas of weakness.
- show signs of difficulty in developing literacy and numeracy skills which result in poor attainment in some curricular areas.
- present on-going emotional or behavioural difficulties.
- have sensory or physical problems and continue to make limited progress despite the provision of specialist equipment.
- have communication or interaction difficulties, which impede progress.

Once a child has been recognised as having a SEND, an IEP is created. This identifies...

- Short term targets.
- Teaching strategies / programmes and resources to be used.
- The additional provision to be allocated.
- Review date.
- Outcomes.

The class teacher provides interventions that are additional to and different from those provided as part of the schools usual differentiated curriculum. Extra support is funded from within the schools resources.

• Early Years / School Action Plus

If children are placed at School Action make limited progress and continue to be a cause for concern, additional advice may be sought from a range of professional agencies.

A trigger for School Action Plus is when a child:

- make little or no progress even though the teaching has focused on a child's identified areas of weakness.
- continues to work at National Curriculum levels well below age related expectations.
- continues to have difficulty with early literacy and numeracy skills.
- has emotional or behaviour difficulties which subsequently and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- has sensory or physical needs and requires additional specialist equipment or regular advice or visits from a specialist
- has on-going communication and interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

With parental consent, the SENCO will then request advice from specialist supports agencies and professionals who will then undertake their own observations and assessments of the child. Recommendations from these visits are addressed within the child's IEP and are funded from within the Schools existing resources. These may include...

- Allocation of TA (Teaching Assistant)
- Literacy / Numeracy intervention programmes e.g. 'Spike's' group, Dancing Bears. Language for thinking
- Busy Bee Club.
- Speech and language groups e.g. Black Sheep / discussion groups / 'cloakroom' club.
- FIZZY – Physical activities to develop fine and gross motor skills.
- 'Master' classes etc.

The school continues to work with these professionals to monitor and evaluate the effectiveness of the provision that has been provided and the progress made by the children towards reaching their individual targets. While intervention and support continues at this level, children will remain at School Action Plus

Progress

A child is recognised as making progress in a variety of ways:

- By closing the gap in attainment between themselves and their peer group
- The gap between their attainment and their peers has not increased.
- Their progress is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Their progress matches or exceeds their previous rate of progress
- Achieving targets set on IEP
- Demonstrating an improvement in self help, social or personal skills.
- Demonstrating improvement in behaviour.
- Demonstrating a higher level of independence.



Statutory Assessment

If, after advice from other professionals and an Educational Psychologist, the school and parents consider that help is needed from outside the Schools resources, the SENCO seeks a Statutory Assessment.

Relevant documentation is collated by the SENCO e.g. reports from outside agencies, Educational Psychologist reports, IEP'S, examples of child's work, records of interventions, behaviour plans. This is then sent to the Local Educational Authority where a decision is made whether or not to issue a Statement of SEND. Provision is then made by the authority dependent on the particular need of the child.

Continued Professional Development

We recognise that ongoing training and support in aspects of SEND is essential for all staff in order to update policy, inform practice and meet the specific needs of all the pupils we work with.

The SENCO attends termly meetings with the Stroud Schools Cluster group to keep informed of the latest requirements and expectations related to SEND, share practice and expertise with colleagues, and hear advice from a range of professional bodies.

TA's meet with SENCO before the weekly Staff meeting to receive feedback from courses, share information and resources related to pupils with SEND and provide a self help group. All TA's are aware of the pupil's with SEND and are able to provide appropriate and effective intervention and support when necessary. TA's attend county led training related to the specific needs of the children they work with and also attend all Staff Meetings. They liaise closely with the advisory teaching service and share the skills and knowledge they acquire at the weekly meetings.



Outside agencies and support services

A number of professionals who have a specialist knowledge and expertise of working with children with SEND are in regular contact with the school. These include:

- Speech and language therapists.
- Speech and language advisory teachers.
- Advisory teachers for the Hearing Impaired.
- Advisory teachers for the Visually Impaired.
- Advisory teachers for children with a physical disability.
- Occupational therapist.
- School nurse.
- Educational Welfare Officer.

Working with Parents / Carers

- Eastington School has an open door policy and parents are welcome to make an appointment to discuss issues relating to their child with the class teacher / SENCO at an agreed time.
- Parental views and concerns are taken seriously and addressed. Follow up meetings will often take place to ensure these have been resolved.
- We recognise and value the importance of working in partnership with our parents to best meet the needs of their child.
- A formal parents evening to discuss progress is also allocated twice a year. In addition, the school may request a meeting with parents to share information, discuss intervention programmes that have been put in place and ways the parents can support their child at home.
- Parental consent is always sought prior to the involvement of outside agencies.

- We encourage parents to inform us of the results of recent vision / hearing tests and to any medical condition or change in circumstances which may affect their child's education.

Pupil Participation

- During their time at Eastington, children are encouraged to become independent and active learners who participate in the life of the school and are able to make informed decisions about their own learning and needs. Their views are sought through a variety of approaches appropriate to their age and ability. These include:
 - Pupil conferences / discussion
 - Questionnaires / surveys
 - Self evaluation
 - Reviews of targets



Transition

When children on the SEND register transfer to secondary education, the SENCO completes the receiving school's SEND form along with relevant documentation such as the child's current IEP. Children meet with teachers from receiving schools and the Head teacher / Class teacher / SENCO have an opportunity to discuss individual pupil's needs and the type of provision they are currently receiving.

Pupils with SEND may visit their new school with their TA to become familiar with the geography of the building and discuss any concerns. They are also helped to become familiar with the layout and use of a timetable. Members of staff from Eastington may also attend secondary annual reviews, if requested, in order to support the transition process and further development.

When pupils with SEND transfer to Eastington Primary School the SENCO requests a pupil's records and current examples of the pupil's work from the child's previous school or Early Years Setting. The SENCO will also seek clarity on the type and amount of provision offered to the child, the impact it has had and the outside agencies who are involved with the child. The SENCO and receiving Class Teacher / TA may also visit the child at their School / Early Years placement prior to transfer. Parents will then be invited to an early meeting with the class teacher / SENCO to ensure the child has settled well, continuity is maintained and progress is being made.

Common Assessment Framework

The school complies with the requirements of the CAF (Common Assessment Form). The named person is Miss M Gulliford (Class teacher). All relevant documentation is completed in line with Multi Agency guidelines to ensure that the needs of the child(ren) are met.

Policy revised and approved by Governing Body – January 2013

Review date – January 2015