

## Additional Needs (SEND) Policy



Approved by the Governing body on:-	January 2024
Signed (Chair of Governors)	
SENDCo	Mr Michael Watson
SEND Governor	Mrs Annalisa Cook
Review Date	January 2025
The Special Educational Needs Policy is reviewed and updated as required on an annual basis	

## **Introduction**

Eagle Community Primary School is an inclusive school. We aim to offer excellence and choice to all our children, regardless of attainment or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation, ensuring that all our children feel that they are a valued member of our school community. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We are committed to securing special educational provision for whom this is required, that is 'additional to and different from' that provided within the curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## **Our Legal Responsibilities**

Eagle Community Primary School has a named SENCO, Mr Watson, and a named Governor responsible for SEND (Mrs Annalisa Cook). They ensure that the Eagle Community Primary School Special Educational Needs policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (amended January 2015) DfE/DoH. This requires all schools to have regard to the guidelines and inclusion policies of the Code of Practice (2014).

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, medical and curriculum. It was written in consultation with the Governing Body, Head teacher, current school staff and parents. It should be read in conjunction with our Disability Equality Scheme and the SEN Information Report as required by the Special Educational Needs and Disability Regulations (Schedule 1 Regulation 51) as published on our school website.

The SEN Policy will be reviewed every year, in line with DfE requirements. However, if there are significant changes to context or personnel, this will be amended sooner. The SEN Information regulations, published on the school website, will be updated annually as required by current legislation.

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014)

This SEND policy details how, at Eagle, we will ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **What is a disability?**

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **Policy Principles**

In line with the Code of Practice (2015) and the Children and Families Act (2014), Eagle Community Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need
- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money
- Systems for monitoring and evaluating developments in SEND support improvement in pupil's learning and provide appropriate challenge.

### **Our objectives are:**

- To ensure our school fully implements national legislation and guidance regarding pupils with SEND.
- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers.
- To value and encourage the contribution of all pupils to the life of the school enabling each child to live life in all its fullness.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils, including those that need additional support.
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- To communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- To make sure that the SEND policy is understood and implemented consistently by all staff

### **Equal Opportunities and Inclusion**

At Eagle Community Primary School, we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

*Special Educational Needs and Disability Code of Practice, 2015*

### **Roles and Responsibilities**

#### **Head teacher**

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Special Educational Needs Coordinator (SENCO)**

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Class Teacher**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## **SEND Governance**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **Identification of SEN**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. An initial Cause for Concern record will be started in order to catalogue strategies put in place by the teacher and to monitor the impact these might have had. Under the circumstance where these strategies have had little or no impact, teachers may need to consult the SENCO to consider what else might need to be put into place. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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.

Less than expected progress can be characterised by progress which:

- is *significantly* slower than their peers from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

In line with the Code of Practice methodology of **Assess, Plan, Do, Review** children with SEN are identified as early as possible. Class teachers are continually aware of children's learning and the progress of every child is monitored half termly. Where a child is identified (**assessed**) as not making progress, in spite of quality first teaching, he/she is raised as an initial concern with the SENCo. These concerns are shared with parents and an immediate **plan** of action is agreed.

Once a child has been correctly identified with special educational needs, initially the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. However, as part of the **review** process within the Code, regular reviews will be available with the SENCO. Normally these will be three times a year; more frequent meetings might become necessary if there is a need to move from SEN Support towards a request for statutory assessment for an EHC.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher, specialist teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEN register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and the Special Educational Needs and Disability Local Offer (Information Report) which includes the arrangements made for children in our school with special educational needs. On the school website parents can also access the Medical Conditions policy.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO through a school email address and we operate an open



door policy for parents to informally chat to a class teacher.

### **School Request for Statutory Assessment or Education Health and Care Plans**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHC Plan will be reviewed at the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the receiving school will be invited to the review.

### **Pupil Passports**

Strategies employed to enable the child to progress will be recorded within a Pupil Passport which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- Pupil passports are updated regularly by teachers and teaching assistants

### **Supporting pupils at school with medical conditions**

Eagle Community School recognises that pupils at school 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 (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Please see our Supporting Pupils with medical conditions policy for further information;

<https://www.eagleprimary.org.uk/media/KeyInformation/Supporting%20pupils%20with%20medical%20conditions%2024-25.pdf>

### **Exit procedures from the SEN register**

Where a child has made significant progress or where there is evidence that specific intervention is no longer deemed necessary, a child may be removed from the SEN register in consultation with the parents and SENCO.

### **COMPLAINTS**

- The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.
- However, all complaints are taken seriously and will be heard through the school's complaints procedure.
- In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCo and/or the Headteacher.
- If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address:
- The Clerk to Governors is: Faye Dick [enquiries@eagle.lincs.sch.uk](mailto:enquiries@eagle.lincs.sch.uk)
- If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs:

Head of Additional Needs in Lincolnshire

**Mrs Sheridan Dodsworth**

9-11 The Avenue

Lincoln

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