

Additional Needs (SEN) Policy



Approved by the governing body	February 2021
Signed (Chair of Governors)	
SENDCo	Hayley Adams, Fully Accredited National SENCo Award
SEND Governor	Annalisa Cook
Review Date	February 2022
The Special Educational Needs Policy is reviewed and updated as required on an annual basis	

Introduction

This policy outlines the nature and management of additional needs in our school.

Throughout this document, a learning difficulty may describe any developmental difficulty a child may have and not just in the context of academic subjects. Social interaction, emotional wellbeing, speech and language, physical difficulties, behavioural needs are all classed as a learning difficulty and therefore a special educational need as these may impact on their attainment and progress in school.

Eagle School provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and then the National Curriculum form the starting points for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

All teachers and teaching assistants are responsible for the progress of all children and should ensure that through careful differentiation and curriculum planning that the children's needs are being catered for and progress is being made.

The school takes a graduated approach to identifying needs and supporting all our pupils. Through careful assessment specific needs can be identified and planned for, followed by support or intervention before reviewing the impact this has had.

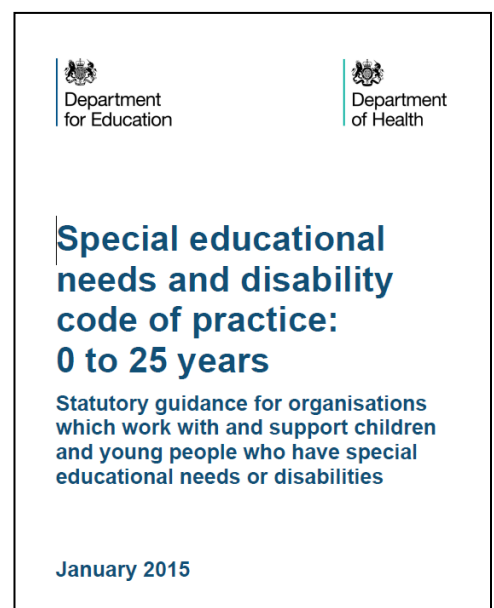
Some children have barriers to learning that mean they need additional provision and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may need SEND provision either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not require SEND provision, but may still have rights under the Disability Discrimination Act.

We will assess each child as required, and make the appropriate provision, based on their identified needs.

This policy takes full regard of the SEND Code of Practice 2015:
















Aims

All children, including those with additional needs, have an entitlement to receive a relevant, broad and balanced curriculum in ways that are appropriate to their needs.

It is the shared responsibility of all staff to ensure that these children can access the curriculum in ways that are appropriate to their needs.

The aim at all times is to help children improve their learning outcomes, self-confidence, self-discipline and self-esteem in the learning situation. This can be achieved by:

-  High quality first wave teaching and motivating learning experiences
-  Ensuring that children are given appropriate support in class
-  Accurate use of assessment to identify and monitor children's progress
-  A cycle of plan, do, review to assess the impact of provision
-  Well-timed, effective and relevant wave 2 intervention
-  Wave 3 intervention through tracking where not making expected progress
-  Co-ordinating second and third wave support with class work
-  Regular reviews of SMART targets
-  Ensuring the voice of the child is heard
-  Awareness of child's self-esteem, resilience and emotional state
-  Working in partnership with parents and appropriate outside agencies
-  Ensuring all staff receive up to date training and information
-  Ensuring resources are available and matched to the child's need

Parents and carers will be encouraged to work in partnership with the school so that the child's needs are successfully met and they are able to progress and achieve.

By ensuring that the child and parents are fully informed of the child's targets are they are able to play their part in supporting their child's education and ensure their opinions are taken into account and respected.

The additional needs process is explained verbally to parents from the onset. Parents are encouraged to contact school if they have any concerns and other organisations such as Liaise for further support.

Admissions arrangements are the same for all children but, where parents wish to admit a child with additional needs, parents should provide the school with all the known details.

It is the responsibility of the whole governing body and all staff to ensure children with additional needs have full and appropriate access to the curriculum and all aspects of school life.

Objectives

Our objectives are to:

- 🏆 Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, pupils, education, including feeder schools, and health and social care services as appropriate. Regular tracking of pupil data will also highlight areas of concern that might lead to a criteria led identification of SEND.
- 🏆 Make appropriate provision to overcome all barriers to learning. Provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and any gap is closed. Pupils are given the opportunity to develop, learn, participate and achieve the best possible outcomes irrespective of whether it is through reasonable adjustments for a disabled pupil or special educational provision for a pupil with SEND.
- 🏆 Create a learning environment where pupils feel confident to voice their opinions in relation to their individual needs. This necessitates regular dialogue between pupils, their teachers and SENCO. Pupil voice and active participation will be encouraged at every opportunity.
- 🏆 Work with parents/carers in effective partnership to gain a better understanding of their child, and fully involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and sharing information regarding their child's provision.
- 🏆 Work with specialist services when the pupils' needs cannot be met by the school alone. This provision will be carefully monitored and regularly reviewed in order to ensure that individual needs are being met and all pupils' needs are catered for. The following services will be involved as appropriate:
 - Education Psychology Service
 - Specialist Teaching Team (STT)
 - Sensory Education and Support Team (SEST)
 - Speech and Language Service
 - Working Together Team
 - Specialist Outreach Services
 - Child and Adolescent Mental Health Services (CAMHS)
 - Health – Community Paediatrician and the School Nursing Team
 - Children's Services
 - Family Centre

The Definition of Special Educational (Additional) Needs

A child of compulsory school age or a young person is considered by the Children's and Families Act 2014, to have 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 making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

At Eagle CP School, a 'significantly greater difficulty' is considered to be 18 months - 2 years below the majority of others of the same age.

The SEN Code of Practice 2015 defines special educational/additional needs as:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'




Primary Areas of SEN (as defined by the SEN Code of Practice 2015):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical development
- a child with any combination of the above






Educational Inclusion

We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

-  have different educational and behavioural needs and aspirations;
-  require different teaching strategies, approaches and experiences for learning;
-  acquire, assimilate and communicate information at different rates.

Teachers and support staff respond to children's needs by:

-  providing support for children who need help with communication, language and literacy;
-  developing children's understanding through the use of their senses and varied 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 and social interactions and to take part in learning.

Admissions Arrangements

Where parents wish to admit a child with a physical disability and/or SEN, in order to build secure home:school communication from the outset we ask that school is provided with all the known details.

Our admissions criteria does not discriminate against any student and we have due regard for the statutory requirements advocated in the SEND Code of Practice and in accordance with the national legislation. School will consider all applications from parents of children who have SEND.

Identification, Assessment and Provision for pupils with SEN

The identification of pupils' special educational need is built into the overall approach to monitoring their progress and development. The purpose of identification is to work out what action needs to be taken and not to fit a pupil into a category. We consider the needs of the whole child.

Other circumstances may also impact on progress and attainment including such issues as health, welfare and attendance. A diagnosis of a need does not necessarily mean that a pupil has SEN and will require SEN provision. Pupils with behavioural needs, English as an Additional Language, slow progress or have low attainment may not necessarily have SEN. However, additional information and appropriate assessments may be carried out and strategies implemented accordingly.

Whenever possible, early identification of needs is made so that appropriate intervention can take place to address the area of need.

SEN Response

There is a 'graduated approach' to SEN as detailed in the Special Educational Needs Code of Practice. Pupils, parents and teachers are involved during the process of assess ⇒ plan ⇒ do ⇒ review ⇒ assess ⇒ plan, and so on, which may ultimately reach the point of application for an Education Health Care Plan (previously known as a Statement).



Monitoring stage:

- ☞ Following assessment, the class teacher may raise a concern about a child's progress in a specific area with the SENCo. The child does not meet the additional needs criteria, but requires additional monitoring.
- ☞ If a child has a specific ongoing diagnosis but does not require specific intervention, this may be recorded by the SENCo using a monitoring file.

SEN Support Stage:

- ☞ The class teacher is responsible for the initial identification of a child with additional needs. The child should only be put on the additional needs register if their needs fulfil the criteria and they require provision that is additional to and different from usual classroom practice.
- ☞ Class Teacher informs the SENCO of an identified need.
- ☞ Class Teacher/SENCo inform the parents that their child has an identified additional need and seek their permission to put the child on the additional needs register.
- ☞ SENCO is available to attend meeting and answer any questions and parents can be directed to the school's SEN information report.
- ☞ An initial additional needs plan meeting is held. During this meeting, staff and parents will discuss the need and how it is being addressed, including what the parents can do to help, gain parent's views and gain child's views - what is working for them? what support do they feel they need?
- ☞ The SENCO and Class teacher consider an Additional Needs Targets for the child within an Individual Education Plan to support the child to make progress in the targeted area
- ☞ The Class teacher will be responsible for its implementation and progress in class.

- ☪ Teaching assistants/Teacher/SENCo may be timetabled to work with the child either individually or in a small group to work towards the targets.
- ☪ Specific intervention programmes may be used to address the child's needs
- ☪ Plans will then be reviewed 3 times a year (once each full term). The Class Teacher will be available to discuss with parents the child's progress towards their target and the child's new targets.
- ☪ They will gain the parent and child's views. Parents will be given a copy of the child's new plan.
- ☪ Each term, following assessment, the SENCO will discuss progress with the Class Teacher.

Outside Agency Support:

- ☪ The SENCO will seek advice from outside agency expertise where a child's specific difficulties are in need of specialist assessment and support e.g. Educational Psychologists, Specialist Teaching Team, Working Together Team, Healthy Minds etc.
- ☪ The Class Teacher, SENCo and, if appropriate, outside agencies will work together with the parents and child to identify the child's need and provide appropriate support and/or make reasonable adjustments.
- ☪ If there are concerns about progress or if a child has a range of complex needs the support agencies should recommend and advise whether or not a referral for an EHCP is relevant.

Referral for Education Health Care Plan:

- ☪ Where it is felt that a child has a range of complex needs, which require further resources or support that cannot be met with the school's allocated SEN notional funding, it may be appropriate to refer the child for an Education Health Care Plan assessment.
- ☪ Where it is felt that this is appropriate for a child, the SENCo will discuss this with parents. If parents are in agreement, the SENCo will work together with the Class Teacher and outside agencies to write an application for an Education Health Care Plan assessment.

SEN Provision

We all have a responsibility to work together for all the children in our care. In order to facilitate this there is a named SENCo who will support the class teacher.

The SENCo will oversee:

- ☪ the day to day operation of the Additional Needs policy in line with the Code of Practice;
- ☪ liaise with and advise colleagues e.g. helping staff to write Pupil Profiles, contacting support agencies, passing on staff concerns at planning meetings with outside agencies;
- ☪ monitor Additional Needs Plans for children with additional needs/EHCPs and ensuring they are reviewed at least 3 times a year;
- ☪ monitor Education Health Care Plans and ensuring they are reviewed at least annually;
- ☪ co-ordinate provision for children with additional needs;
- ☪ assess impact of intervention and cost effectiveness;
- ☪ maintain the school's Additional needs register and overseeing the records on all additional needs children;

- 🏡 liaise with parents of children with additional needs (where the SENCO has been involved), in conjunction with the class teacher and support staff;
- 🏡 contribute to the in-service training of staff;
- 🏡 liaise with outside agencies through phone calls, letters, meetings and arranging meetings between these agencies and parents and children;
- 🏡 review and update the school's SEND information report (local offer)/policy.

The Governing Body will:

- 🏡 have regard to the code of practice;
- 🏡 understand the statutory duties of the governing body;
- 🏡 designate an inclusion governor;
- 🏡 report on the implementation of the school's policy in its annual Impact Statement;
- 🏡 understand how SEN integrates into the strategic framework of the school.

School Staff will:

- 🏡 put the school's additional needs policy into practice and adopt approaches that meet the needs of SEN pupils with the support of the SENCo;
- 🏡 identify SEN pupils and refer them to the SENCo;
- 🏡 have expectations of and set targets for SEN pupils that are realistic but challenging, reviewing these at least 3 times a year with the SENCo, the child, and parents;
- 🏡 communicate with parents;
- 🏡 teaching assistants will work collaboratively with teachers, the Headteacher, SENCo, and external agencies to support the needs of pupils with additional needs;
- 🏡 be able to increasingly support pupils by developing their own skills.

Plans for children with additional needs, referrals and EHCP assessment applications are written by the class teachers and SENCO and any support agencies involved with the child.

Working in Partnerships with Parents

A respectful and trusting partnership with parents/carers plays a key role in enabling pupils with SEND to achieve their potential. To this end, we recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them.

In line with the Code of Practice, parents are kept up to date with their child's progress through progress reports, parent's evenings, review meetings and written reports issued at specific times during the year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.





We can signpost parents to our Local Offer for further information. In addition, impartial advice and guidance is also available from the Local Authorities Family Service Directory which includes their Local Offer and the Information Advice and Support service.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external specialist services regarding their child.




Resource Allocation for Pupils with Additional Needs

Budget:





This will be set annually to include the following:

-  staffing
-  materials (resources, stationery, ICT programmes)
-  in-service training
-  outside agency support assessments (as applicable)

Facilities:

-  timetabling of spaces in school for withdrawal
-  wheelchair access for both male and female toilets
-  identified areas within classrooms (as applicable)

Staff:

-  SENCo time for administration, liaison, resource collection/ordering, development and organisation of IEP's, review meetings, planning meetings etc.
-  Within budget constraints and the availability of suitable staff, the school will endeavour to set up small intervention groups (eg SALT groups, over-learning, Toe by Toe, precision teaching).
-  Teaching Assistants will, on a regular basis under the direction of the class teacher or SENCo, work with children towards achieving their targets.
-  Teaching assistants also work in all classes to support less able/more able children for a number of numeracy and literacy sessions.