

EVELYN C P SCHOOL

Special Educational Needs and Disabilities Policy

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Revised: September 2014
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RATIONALE

Evelyn Community Primary School is committed to providing a high quality education for everyone within the school community. We endeavour to provide appropriate personalised educational provision for each pupil, including those identified as having 'Special Educational Needs and Disabilities'. All are equally valued at this school and we acknowledge the individual achievements of every pupil; celebrating diversity, promoting confidence and independence in a positive way. We recognise that every child has an equal entitlement to a broad, balanced, academic and creative curriculum (ARCS) and we strive to develop an environment where all are nurtured to flourish and feel safe.

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

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (July 2014)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

The SEND Local Offer is a resource 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 not only to those families in Knowsley that have an Education, Health and Care Plan (EHCP) but those who do not have a plan, yet 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. Details of Evelyn C P School's Local Offer can be found on the school website:

www.evelyncpschool.co.uk

AIMS

At Evelyn Community Primary School, we are committed to providing an inclusive, high quality education which values the achievement of all pupils through an overarching ethos of respect. This will enable our pupils to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

All teachers have the highest aspirations and expectations for each pupil, including those with special educational needs. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, formed through a clear, consistent approach.

OBJECTIVES

- Strive to establish a fully inclusive school
 - Respond pro-actively to individual needs, monitoring the progress of all pupils in order to further aid the identification of pupils with SEND that they are enabled to reach their full potential.
 - Establish effective provision in order to remove barriers and improve long term outcomes
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- Work closely in partnership with parents in a supportive manner, ensuring that they are provided with comprehensive information and are encouraged to participate in all decision making
 - Work with and in support of specialist agencies to enable effective targeted support.
 - Provide support, advice and training for all staff working with pupils with special educational needs, enabling them to respond to the strengths and needs of all pupils.
 - Create a school environment where pupils feel safe to express opinions regarding their individual need and provide regular meetings between pupils, their families and relevant school staff.

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

Those responsible for overseeing SEND provision for pupils at Evelyn C P School are:

- **Headteacher** **Mrs Carole Arnold**
- **SEND Governor** **Mrs Lesley Hunter**
- **SENDCo** **Ms Fran Knight**

SENDCo – Ms Fran Knight
0151 477 8570
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The main responsibilities listed in this policy fall within the role of Special Educational Needs Coordinator (SENDCo). The SENDCo will:

- Take a strategic role in developing, monitoring and reviewing the SEND Policy and the School Offer

- Follow a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Oversee the identification of children needing intervention through SEND Provision, Provision Plan or EHC plan
- Work with and advise colleagues
- Co-ordinate provision for pupils with SEND, assessing the progress of pupils using all available data in conjunction with the Headteacher and SLT; ensuring that the progress of vulnerable groups is carefully tracked
- Oversee the records on all children with SEND
- Work in partnership with parents of SEND children
- Ensure all SEND pupils are involved in the target setting and review process
- Support the in-service training of all staff
- Work with external agencies
- Liaise with local primary and secondary schools to enable smooth transition for children with SEND
- Liaise with the governor responsible for SEND
- Review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

The SEND Governor at Evelyn Community Primary School can be contacted via the Headteacher. The SEND Governor promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- Being familiar with key legislation and policy
- Fostering communication between parents/carers of children with SEND and the school;
- Meeting regularly with the SENCo and visiting classrooms
- Ensuring they have an understanding of the role of the SENDCo and how children are supported
- Developing an awareness of the types of SEND present within the school cohort
- Understanding how funding received for SEND is allocated by the school
- Attending training in relation to SEND

ARRANGEMENTS FOR COORDINATING SEND PROVISION

The SENDCo will hold details of all SEND documentation for individual pupils.

All staff can access:

- Evelyn C P School's SEND Policy
- A copy of the full Inclusion Register
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Details regarding Knowsley's SEND Local Offer
- Guidance available on the school's website about school's SEND offer

- Information held in the individual class teacher's SEND file

This information is available for all staff in order to aid the effective co-ordination of the school's SEND provision. As a result, members of staff have access to complete and up-to-date information about pupils with special educational needs and/or disabilities, and how to provide further for the individual needs of those pupils.

SEND Support Staff

The designated SEND Specialist Support TAs work with the SENCo in providing support for children

who have an EHC Plan. They liaise with class teachers in order to:

- maintain a support diary, and home/school contact book
- maintain records of pupils they work with in conjunction with teaching staff
- attend reviews and meetings as requested

Admission Arrangements

In line with current policy, a place at Evelyn Community Primary School is available to a child with SEND provided:

- That the parents wish the child to attend the school
- The child's special educational needs can be met by the school
- Other pupils will not be disadvantaged
- Resources will be used efficiently.

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. (Please refer to additional school guidance on managing the medical conditions of pupils).

Evelyn Community Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- In the terms on which the responsible body offers pupils admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

The Building

Evelyn Community Primary School is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There is a special toilet and bathroom facility.

Access to the National Curriculum

The SEND provision at Evelyn Community Primary School is based upon the Inclusion statement in the National Curriculum 2014 document:

“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEND Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice will outline what needs to be done for them. ”

All class-teachers, the SENDCo and SEND specialist support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched in accordance with ability
- range of teaching approaches which recognise the individual learning styles of the children in each class.
- Use of Specialist TAs to provide additional support within lessons
- accessibility to resources to support pupils with sensory or physical difficulties
- Access to a range of tailored intervention programmes
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and “buddy” systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- access to extra-curricular clubs, and to the social life of the school.
- CPD for all staff on the needs of children with SEND

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs, circumstances and values about what sort of support they would like to help them make the most of their education.

They will be encouraged to participate in the decision making processes, including the setting of learning targets and contributing to Personal Provision Plans, when appropriate. This will be achieved through a variety of different approaches as appropriate to the age of the child and include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil target-setting

Resource Allocation

Resources for those pupils on SEND Support at Evelyn Community Primary School are funded according to Knowsley LA formula.

The funding covers the cost of staffing, resources and training needs for SEND at all Key Stages.

Resources for pupils with an EHC Plan are delegated (after the first 10 hours) directly to the school from Knowsley LA. The delegated budget also pays for Specialist Support Teaching and Specialist Support TA's, in addition to internal SEND teaching, and some specialist equipment. Furthermore:

- Resources will be allocated according to position on the School Development Plan. LA funding is carefully monitored by the SLT and Headteacher
- How the money is spent is regularly discussed at SLT meetings.
- All pupils on the register are allocated small group interventions by internal Specialist TA support staff or through designated HLTA support in conjunction with specialist weekly support
- Pupils are regularly discussed and carefully planned for during termly planning and review meetings by SAST (Southern Area Support Team)

Identification, Assessment, Monitoring and Review procedures

At Evelyn Community Primary School, we identify children with SEND as soon as possible, through regular monitoring and assessment (including Baseline Assessment) conducted in the Foundation Stage and KS 1. Nursery also makes use of home visits and we recognise the vital part that communication with parents / carers plays in the whole process.

As a school, we acknowledge that there is a wide spectrum of special educational needs and disabilities that are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Pupils may have needs and requirements, which fall into at least one of four areas and often these needs, are interconnected. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and or physical

At Evelyn Community Primary School, we identify the needs of the whole child and recognise that other things may impact greatly on progress such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- A looked after child (LAC)
- The child of a serviceman or woman

Throughout the school we monitor and track the progress of all pupils by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline at the start of Foundation Stage
- Foundation Stage Profiles
- Depth of Learning Index (DoL)
- School Tracking System
- Termly assessments of progress (Progress Reports)
- Annual Teacher Assessment
- End of Key Stage tasks and tests

In Key Stage 2 the assessments used are:

- On-going profiles of progress towards objectives in all curriculum areas
- Depth of Learning Index (DoL)
- Termly assessments of progress
- Half termly Teacher Assessment
- End of Key Stage 2 tests

The tests used in school for diagnostic purposes are:

- British Picture Vocabulary Scale (BPVS)
- Salford Reading Test
- BOXALL/WRAT tests for reading, spelling and mathematics
- THRIVE online diagnostic assessment tool.

Graduated Approach to SEND

The school is committed to early identification of Special Education Needs and adopts a graduated response. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality differentiated teaching for all, is the first step in responding to pupils who have SEND. A range of evidence is collated through the usual assessment and monitoring arrangements, as well as regular discussions within Reflective Supervision and key phase meetings involving:

- Headteacher and SLT
- Class teachers
- SENDCo
- EHA Champion
- Early Help Ambassador

If these suggest that any pupil is not making the expected progress or their needs have changed, school professionals work with the SENDCo in order to decide whether additional and/or different provision is necessary. If additional and/or different provision is required, then the child will be placed at SEND Support. A Personal Provision Plan will be drawn up by the class teacher in consultation with SENDCo, pupil, parents and carers and a decision made based on the evidence available as to whether the child will receive additional individual or group support from internal staff or specialist support staff. Other specialist services include:

- NHS, integrated service
- Sensory impairment service (SIS)
- Access and inclusions
- ADHD pathway and ASC advisory teacher

Early Years SEND Support (for children in Foundation Stage)

If a pupil continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENDCo look at the evidence of inadequate progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress.

If a child continues not to make adequate progress at Early Years SEND Support the SENDCo will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include:

- Educational Psychologist
- School Health team,
- Speech and Language Team
- Early Years Inclusion Team
- Specialist teaching services

At the level of Early Years SEND Support, parents play a particularly significant role. Their permission is essential when asking for specialist help or applying for funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be made by letter or telephone calls from the SENDCo.

Request for Education and Health Care Plan (EHCP)

If the child continues not to make progress, the school, through the Headteacher and SENDCo, request a multi-agency 'Referral Planning Meeting'. The purpose of this meeting is to collect information from all the people who have been involved with the child. From this, a decision is made as to whether the child needs to follow the pathway to an Education and Health Care Plan in order to meet their needs. A 'Summary Assessment Meeting' follows a meeting by the 'Multi Agency Education Health Care Panel' and at this stage Outcomes and Provision are carefully detailed.

The Education and Health Care Plan

An Education and Health Care Plan is a legally binding document which sets out the provision the child must receive to meet his/her SEND. Knowsley LA provides the school with additional funds in order to cover the costs of this provision. This is used for Specialist TA support and/or specialist teaching and equipment. Short Term Planning Documents are used to set targets each term as before.

Each year the school holds an Annual Review with the parents and other outside agencies involved with the child in order to assess the child's progress.

A representative from the LA may attend these reviews. Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class at Evelyn C P School. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists.

Involvement of Outside Agencies

For those children with EHCP funding, the involvement of outside agencies is specified on the EHCP. These may include:

- A specialist teacher in the identified area of need
- A medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- An Educational Psychologist

Children without additional funding may also receive input from:

- The Educational Psychology Service
- A specialist teacher for sensory impairment, for communication disorders or for physical disabilities

- The Medical services, including CAMHS
- Social Services, especially for Looked After children

Accessibility

In addition to the statutory curriculum, the school provides a wide range of enrichment activities. These include musical, creative and sporting activities/clubs etc. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

Evelyn Community Primary School endeavours to provide a caring and positive environment. In addition, arrangements are made to include all pupils in unstructured times, e.g. break and lunchtime. (Please refer to Behaviour Policy, Accessibility Plan, Inclusion Policy, Arrangements for Lunchtime Supervision and Peer Mediation Programme).

The school ethos is aimed at developing social and emotional inclusion at all levels, in all activities (Circle of Friends, Peer Mediation, and Relax Kids).

SEND Support

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The school is proactive in removing barriers to learning by adapting the curriculum to meet the needs of all pupils; adapting the physical learning environment; accessing additional support for individuals and groups of children and providing training opportunities for staff to enable them to support children.

In many cases the child's needs are effectively met within school. Where a child continues to make less than expected progress, despite evidence based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to obtain the advice of a specialist. As a result, their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required the school strives to ensure that the child receives this as quickly as possible.

The Local Offer sets out clearly what support is available and how it can be accessed.

Support Services used at Evelyn Community Primary School include:

- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language Therapy Services
- SENISS,
- Specialist SEND support from Yew Tree Community Primary School, Halewood
- Knowsley Central Primary Support Centre
- Bluebell park School

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide, in consultation with Knowsley's Threshold of Need Guidance, that an EHAT (Early Help Assessment Tool) is appropriate.

Where (despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress) the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

ASSESS:

In assessing a child, the school will carry out an analysis of individual need which draws on teacher assessment and the experiences of the child as well as their previous progress and attainment. This is placed in the context of the individual's development compared to the school's central approach to children's progress, attainment and behaviour, in conjunction with their peers and national data. The child's own views are sought as are those of external support services, if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by raised by parents are actively listened to and recorded. Assessments are reviewed each term.

PLAN:

Parents are formally notified if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCo agree in consultation with the parent and child any relevant adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO:

The School SENDCo supports the class teacher and / or subject leader, in advising on the effective implementation of support and possible further assessments. However, the class teacher is responsible for working with the child and where the interventions involve group or one to one teaching away from the class teacher they continue to remain responsible for overseeing this; working closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW:

Reviews are carried out on the agreed date. Some children may have an EHC Plan (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually, using a person-centred approach. These reviews are arranged at school and are part of the SENDCo's role.

When the review takes place, we evaluate the impact and quality of the support and take into account the views of the parents and children. This feeds back into the analysis of the child's needs. The teacher working with the SENDCo will revise the support in the light of the child's progress and development and any changes to support and outcomes will be made in consultation with the parent and child. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and children and this may involve others being present at review meetings. Also, the SENDCo may need to attend meetings offsite to support the transition process.

Improving the Emotional, Mental and Social Development of pupils with Special Educational Needs

Evelyn Community Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- Becoming withdrawn or isolated
- Displaying challenging, disruptive or disturbing behaviours

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 (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

The school also provides support for children's emotional, mental and social development in the following ways:

- Delivery of a PSHE curriculum e.g. Peace & Harmony sessions
- Specific interventions on an individual basis, overseen by the Educational Psychologist

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 to speak to the SENDCo or Headteacher who will be able to give further advice on formal procedures.

STAFFING POLICIES AND PARTNERSHIP WITH BODIES OUTSIDE SCHOOL

We aim to keep all school staff up to date with relevant training and developments in teaching practice with regards to the needs of pupils with SEND.

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

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision mapping and management.

Links to Support Services, other Agencies and Voluntary Organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. This also includes health, social care and education.

Sharing knowledge and information between our support services is key to the effective and successful SEND provision within our school.

The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

It is the responsibility of Governors to monitor the implementation and effectiveness of this Policy every three years.

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