Eccleston St. Mary's
Church of England Primary School

Through Jesus
we love, learn and grow.

Special Educational Needs and Disability Policy

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Introduction

This policy has due regard to legislation, including the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

The policy will be used in conjunction with LCC's Local Offer and other school policies including The Safeguarding Policy, The Behaviour Policy and The Equal Opportunities Policy.

Aim

At Eccleston St Mary's we believe that:

- Provision for children with special educational needs and/or disability (SEND) is a matter for the school as a whole and all teachers are teachers of pupils with special needs and disability.
- Good practice for children with SEND is good practice for all children.

We are committed to high quality teaching and learning which encourages each child to develop to his/her full potential in a caring, loving and nurturing environment.

We aim to raise the aspirations and expectations of all our pupils with SEND.

Objectives

The objectives of our policy are:

- To identify pupils who are underachieving and act upon this;
- To identify and provide for pupils who have SEN and additional needs;
- To promote good practice for all pupils by providing opportunities for full participation in the National Curriculum for pupils with SEND;
- To develop and strengthen partnerships with parents in the education of their child;
- To encourage and celebrate the strengths and successes of all pupils, whatever their level of ability;
- To ensure that relevant individual staff throughout school accept responsibility for the planning, organisation, provision and assessment of opportunities that meet the needs of individual pupils;
- To follow the graduated approach outlined in the SEND Code of Practice.
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.

Definition

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age.
- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Admission Arrangements

Admission arrangements for the school are described in the school's Admission Policy. We are an inclusive school and all pupils are welcome including those with special education needs.

Identifying SEND

At Eccleston St Mary's we recognise the benefits of early identification: identifying need at the earliest point. We then inform parents/carers of any concerns and work in partnership with them in order to make effective provision. Early identification of need, we believe, improves long-term outcomes for the pupil.

Class teachers, supported by the senior leadership team and SENCo, make regular assessments of progress for all pupils, which seeks to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

The 4 Areas of Need

When reviewing and managing special educational provision there are 4 broad areas of need and support which give an overview of the range of needs that should be planned for.
Eccleston St. Mary's reviews how well equipped we are to provide support across these 4 areas:

1. **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 or they cannot understand 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 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.

2. **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.

3. **Social, emotional and mental health difficulties**

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.

4. **Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time.
A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Children with specific circumstances:

Looked after children: Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being ‘looked after’ by the LA. Our school recognises that children with some form of SEN are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

English as an Additional Language (EAL): The school gives particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
Our school appreciates that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a pupil’s performance in different subjects to establish whether the problems

they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.

Graduated approach

Once a potential SEND has been identified, the school will employ the graduated approach to meeting the pupil's needs by:

•Establishing a clear assessment of the pupil's needs.
•The implementation of an individual education plan (IEP), written through consultation with class teacher, SENCo, parent and child (when appropriate).
•Planning the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
•Implementing any interventions, with the support of the SENDCo.
•Reviewing the effectiveness of the interventions, on a termly basis, and making any necessary revisions.

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
•Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
•Endeavour to secure the special educational provision called for by a pupil's SEND.
•Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND.
•Appoint a designated teacher for looked after children, where appropriate.
•Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
•Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
•Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
•Prepare the accessibility plan showing how the school intends to progressively improve access over time.
•Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
•Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan.
•Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
•Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
•Ensure arrangements are in place to support pupils at school with medical conditions.
•Cooperate with the LA in drawing up and reviewing the Local Offer.
•Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.

•Assist in preparation of the SEN Information Report and publish it on the website.

The headteacher has a responsibility to:

•Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
•Ensure that teachers monitor and review pupils' progress during the course of the academic year.
•Cooperate with the LA during annual EHC plan reviews.
•Ensure that the SENDCo has sufficient time and resources to carry out their duties.
•Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
•Appoint a designated teacher for looked after children, who will work closely with the SENDCo to ensure that the needs of the pupil are fully understood by relevant school staff.
•Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
•Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
•Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
•Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
•Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
•Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
•Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
•Identify any patterns in the identification of SEND within the school and in comparison with national data.

The SENDCo has a responsibility to:

•Be a qualified teacher.
•Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENDCo at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
•Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
•Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
•Undertake day-to-day responsibility for the operation of the SEND policy.
•Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
•Liaise with the relevant, designated teacher where a looked after pupil has SEND.
•Advise on a graduated approach to providing SEND support.
•Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
•Liaise with the parents/carers of pupils with SEND.

•Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
•Be a key point of contact with external agencies, especially the LA and LA support services.
•Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
•Draw up a one-page profile of the pupil with SEND.
*Assist class teachers in the drawing up of termly IEPs, in line with our graduated response, and assist in their implementation.
•Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
•Be familiar with the provision in the Local Offer and be able to work with professionals and provide a supporting role to the family.
•Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
•Ensure that the school keeps the records of all pupils with SEND up-to-date.
•Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
•Identify any patterns in the identification of SEND within the school and in comparison with national data.
•Support the class teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

Class teachers have a responsibility to:

•Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
•Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
•Be responsible and accountable for the progress and development of the pupils in their class.
•Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCo and, where appropriate, the pupils themselves.
•Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
•Keep the head teacher, SENDCo and or designated safeguarding lead (DHL) up-to-date with any changes in behaviour, academic developments and causes of concern.

Teaching Assistants have a responsibility under the guidance of the class teacher and SENCO to:

- Carry out activities and learning programmes planned by the class teacher.
- To keep records of this work as requested.
- To attend INSET where appropriate.
- To attend and take part in reviews.

Assessment

In tracking the learning and development of pupils with SEND, Eccleston St Mary's will:

- •Base decisions on the insight of the pupil and their parents/carers.
- •Set pupils stretching targets.
- •Track their progress towards these goals.
- •Review additional or different provision made for them.
- •Promote positive personal and social development outcomes.
- •Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Where possible, pupils' needs will be defined under the SEND Code of Practice 4 broad areas of need (described above):

- •Communication and interaction
- •Cognition and learning
- •Social, emotional and mental health difficulties
- •Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists. We enlist the support of a wide range of external agencies including CAMHS (Child and adolescent mental health service), SALT (Speech and language therapy), educational psychologists, etc. We always inform parents/carers at the earliest opportunity to alert them to concerns and to enlist their active help and participation.

When the pupil's needs cannot be met through the resources normally available within the school the school will, in consultation with the LA's SENDO (SEND officer) and the pupil's parents/carers, request a statutory assessment of SEND.

Consideration of whether highly individualised SEND provision is required, and thus an EHC plan, will start with a review of educational outcomes and the views of the parents/carers and pupil.
The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Education Health Care (EHC) plans

The school will fully cooperate with the LA when research about the pupil is being conducted.
The school will provide the LA with any information or evidence needed.
All relevant teachers will be involved in contributing information to the LA.
If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.
The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
If the LA decides not to issue an EHC plan, the parents/carers of the pupil, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
All reasonable provisions will be taken by the school in order to provide a high standard of education.
Relevant staff members will keep up-to-date with any necessary training.
Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.
If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.
The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

Reviewing an EHC plan

Eccleston St Mary's will:

- •Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- •Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- •Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- •Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- •Cooperate with the LA during annual reviews.
- •Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- •Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- •Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- •Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- •Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

Transferring between different phases of education

An EHC plan must be reviewed and amended in sufficient time prior to the pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15th February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- Primary school to secondary school

SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.
Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.
The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.
Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.
If disagreements are not resolved at a local level, the case will be referred to the EFA.
The school will fully cooperate with the LA by providing any evidence or information that is relevant.
All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

Data and record keeping

Eccleston St Mary's will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision the school makes which is different or additional to that offered through the school curriculum on a class provision map, or in the case of those children requiring more individual support; an individual provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The School's SEN information report will be prepared by the SENCO and governing body, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.

Publishing information

The school will publish a link to the LA's Local Offer on the website and also information related to our SEND Policy.
The SENCO and governing body will publish details of the SEN Information Report on the website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

The policy is reviewed on an annual basis by the SENCO and headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.
All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Policy rewritten and updated: February 2020

Policy adopted by governors and staff: March 2020

Next Review: February 2021