



Special Educational Needs Policy

Eastergate C.E. Primary School

**Adopted by the Full Governing Body
12th September 2018
Review Date: September 2019**



Introduction

Our SEND procedures are laid out in our local offer. However, this policy exists to clarify more of our aims and approach to delivering SEND provision. It should be read alongside our Local Offer. We aim to go above and beyond our statutory responsibilities for children with Special Educational Needs and Disabilities (SEND) as covered by the SEND code of practice 0-25, by providing a nurturing and fully inclusive environment which recognizes the unique abilities in every child.

Mission Statement

“Every pupil with Special Educational Needs and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.” Rita Cheminais ‘Every Child Matters a New Role for SENCOs’ p18.

Aim

To create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all children can thrive. We will achieve this by;

- Ensuring that the arrangements made for pupils with SEN are in line with the requirements in the Children and Families Act 2014, SEN and Disability Regulations, Equality Act 2010 and the SEN Code of Practice July 2014.
- Valuing the uniqueness of each child and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- Ensuring that children with SEN are able to participate fully in all school activities.
- Ensuring that all children are involved in the decisions made about them and their education.
- Ensuring that we involve parent/carer in school life and inform them about their child’s progress.

Special Educational Needs and Disability – School Information

Our Head teacher, Mrs. Catherine Ward has overall responsibility for Special Educational Needs and Disability at Eastergate C of E Primary School.

The designated teacher responsible for coordinating SEND provision for children is Mrs. Jacqueline Pedder.



Teachers are responsible for the progress and development of all pupils in their classes, including where pupils access support from teaching assistants or specialist staff.

The Governor responsible for Special Needs is Mrs. Hedda Wells.

You can contact any of the above by telephone, in writing or email

Contact: Office@eastergate.w-sussex.sch.uk

Definition of SEN

Children have special educational needs if they have; a learning difficulty or a disability which requires special educational provision to be made for them.

Children have a learning difficulty or disability if they; a) have a significantly greater difficulty in learning than the majority of their peers b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority.

The SEND code of practice: 0-25 (July 2014) identifies SEN under four broad areas of need:

1. Communication and Interaction

Speech language and communication needs (SLCN); autistic spectrum disorder (ASD) including Aspergers Syndrome and Autism.

2. Cognition and Learning

Moderate Learning difficulty (MLD), when children learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulty (SPLD), which affects 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 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 behavior. Some children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, or attachment disorder.

4. Sensory and/or Physical needs

This includes vision impairment (VI), Hearing impairment (HI) and physical disability, (PD).



Early Identification of Special Educational Needs (SEN)

We assess each pupil's current skills and levels of attainment on entry, using a variety of diagnostic tools and assessments, as well as building on information from previous settings, and key stages. This informs our planning, so that every child has the best possible provision for their needs.

Children who have gaps in their skills are not automatically designated as having Special Educational Needs but are provided with the teaching they need in order to make the best possible progress. It is only after a persistent problem that requires additional support has been identified that we can say a child has SEN. During all of these processes we ensure that parents are kept fully informed of any issues early on.

Continuous Assessment and Monitoring

At Eastergate School we continuously assess and monitor the progress of all our children. Every six weeks, the collection of data in English and Mathematics and termly assessment against the Early Years Framework is used to monitor the academic progress of every child and highlight any emerging issues and the impact of any intervention.

Quality First Teaching

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately.

Universal whole school training ensures that teachers are able to meet the needs of all the children in their classes by providing communication friendly environments.

Targeted Interventions

We support the use of specific high impact interventions that are evidence based in addressing specific needs of our children, and come recommended by our local authority and the Department for Education. (See Table 1.)

Staff receive training in a number of interventions that have been proven to have the most significant impact in our setting and further afield in our locality.

Where we are not able to meet a child's needs through planned interventions and resources available in school, then we may at applying for an Education Health Care



Plan assessment (EHCP). The guidance and criteria for this is available on the West Sussex Local offer.

Area of need	Mainstream Classroom	School based intervention	Specialist intervention
Cognition -Literacy	Read, Write Inc Handwriting phonics spellings	Read write Inc 1:1 Accelerad Precision teaching Toe by Toe Nessy dyslexia support	<ul style="list-style-type: none"> ASD team support Behaviour support team
Cognition - Numeracy	White Rose Maths Number bond practice Multiplication practice	Precision teaching: Number bonds Multiplication tables	<ul style="list-style-type: none"> Child and Adolescent Mental Health (CAMHS)
Communication and Interaction	Communication friendly classrooms	SALT programmes	<ul style="list-style-type: none"> Educational psychology Team
Social emotional and health needs	Class rules Positive behavior policy Rewards system Adapted seating Attention and listening games	Behaviour Logs Circle of Friends Lego therapy Playtime support plan 'Named person 'available to individual pupils Emotional Literacy resources	<ul style="list-style-type: none"> Occupational therapy Team Physiotherapy Team
Sensory and physical	Communication friendly classrooms Flexible adaptations to teaching and classroom environment. Our school is fully adapted for wheelchair users	Physiotherapy room Physiotherapy input Occupational therapy input	<ul style="list-style-type: none"> Speech and Language therapy team

Table 1. Example of Eastergate School's high impact intervention



Review and Response

Meeting the needs of the children is a whole school responsibility.

Support for all children is coordinated through our school provision map. If a child receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

- ASSESS= baseline assessment
- PLAN = Target setting
- DO = Targeted support
- REVIEW = Evaluation of impact.

The person with responsibility for maintaining the provision map and allocating resources to support pupils with SEND is Mrs. Jacqui Pedder, the Special Educational Needs and Disability Coordinator (SENDCo). She will report to the leadership team with information related to the numbers of students identified as having SEND, as well as reporting on provision arrangements and the impact they are having.

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Where not enough progress has been made, either academically or where there is another concern, despite targeted support and teaching, the class teacher in consultation with the, parents and SENDCo will determine whether or not to refer the child for specialist assessment. Where such an assessment confirms that a child has a learning difficulty which requires special educational provision, the SENDCo will enter the child on the SEN register at SEN support and the child's parents will be informed.

SEN Information and Local Offer

The school website:

<http://www.eastergate.w-sussex.sch.uk/website/information/37481>

holds information about SEN and specific information on how children with SEN are supported in the curriculum and around the school. We comply with the statutory requirements to publish SEN information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice. The information is kept under review and updated regularly in liaison with parents, governors and staff.

Coming Off the SEND Register

A child will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and make progress in alignment with their peers. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some



children it is possible that they will dip in and out of additional support through their school experience; parents will be consulted at each stage if support is provided or when it will cease.

If a child has an EHC plan, we will follow the statutory guidance for ceasing the plan as set out in the Code of practice. The ceasing of an EHC Plan is determined by the local authority. In this case, a child's progress will still be monitored by staff.

Transition Arrangements

Eastergate School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed to the next phase of education.

When children require additional support that is beyond what the school can provide, an Education, Health and Care Plan will be requested from the local Education authority.

Medical Conditions

We will work with the statutory guidance, Supporting Pupils at School with Medical Conditions (DfE 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that as a school we are expected to make reasonable adjustments to accommodate children who are disabled or have medical conditions.

Storing and Managing Information

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/ protocol on security of information.

Accessibility

Eastergate publishes its Accessibility Plan on the school website.
www.eastergate.w-sussex.sch.uk/website

Further information about our school's accessibility can be found on the Local Offer website; this can be found at <https://westsussex.local-offer.org/>

Compliance



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

- Equality Act 2010
- SEND Code of Practice 0-25
- SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school, with medical conditions April 2014
- The National Curriculum in England
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Complaints

Should a parent have a complaint about the provision provided for their child by the school, it is hoped that they will first of all discuss the matter with the Class Teacher or with the SENDCo and ultimately with the Head teacher. If they remain dissatisfied, the next step would be to contact the Chair of Governors and their complaint will then be dealt with under the complaints procedure.

The school will support the LA in making assessments within the prescribed time limits. Where the LA determines a child's special needs requires an Education Health Care Plan, the school will ensure that Education Health Care Plans are clear and detailed, that they specify monitoring arrangements and are reviewed annually.

Reviewing the Policy

This policy will be reviewed annually.

Policy review dates :

Date	Changes made	By whom
May 2015	Policy created	SENDCo
January 2017	Reviewed and updated	SENDCo
September 2018	Reviewed and Updated	SENDCo & staff