



Elton Primary School & Nursery

Special Educational Needs & Disability Policy

In our school, the wellbeing and education of all our children comes first

Full Governors	Summer 2022
Review	Summer 2024

Statement of intent

Elton Primary School and Nursery values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with special educational needs and/or disabilities (SEND) have equal entitlement to this. We are committed to making our best endeavours to meet the SEND of pupils and ensuring that they achieve the best possible educational and other outcomes.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- eliminate discrimination;
- promote equal opportunities; and
- foster good relationships between pupils with SEND and pupils without SEND.

Special Educational Needs and Disability Coordinator (SENDCo) – Samantha Higginson

SEND Governor: Ester Chaloner

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

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
Data Protection Act 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
DfE (2017) 'Supporting pupils at school with medical conditions'
DfE (2018) 'Keeping children safe in education'
DfE (2018) 'Working together to safeguard children'
DfE (2018) 'Mental health and wellbeing provision in schools'
DfE (2015) 'School admissions code'

This policy operates in conjunction with the following school policies and guidance:

Admissions Policy
Equal Opportunities Policy
Equality Policy
School Data Protection Policy
Privacy Notice- Pupils
Medicine Policy
Safeguarding Policy
Careers Policy
Behaviour for Learning Policy

Definitions

A pupil is defined as having SEND if they have a significantly greater difficulty in learning than most others of the same age, and/ or a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- build upon the strengths and achievements of the child;
- create an environment in which all individuals are valued, have respect for one another and grow in self-esteem;
- give equal access to all aspects of school-life through academic, social and practical experience;
- allow all children to experience success regardless of SEND, or any other factor that may affect their attainment;
- ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and special educational provision made for them;
- assess children regularly so that those with SEND are identified as early as possible;
- enable pupils with special educational needs to make the greatest progress possible; and
- work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress, we will:

- work within the guidance provided in the SEND Code of Practice 0-25 Years (2014);
- ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school;
- ensure effective parent and carer involvement in children's learning and development;
- ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and that promotes high standards of attainment and achievement;
- ensure that the learning needs of pupils with SEND are identified and assessed as early as possible;
- that outcomes of special educational provision are determined and that their progress towards these outcomes is closely monitored;
- ensure all teachers take responsibility for planning and meeting the learning needs, and of deploying support staff effectively to meet children's learning needs; and
- ensure that the school liaises with the LA, specialist schools and outside agencies effectively to meet the needs of staff and pupils.

Roles and Responsibilities

The Governing Body

The SEND Governor, will support the governors to fulfil their statutory obligations by ensuring:

there is a qualified teacher designated as SENDCo;

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEND issues;
- the SEND Information Report is reviewed annually, and details the effectiveness of provision in the last year, along with any significant changes to policy;
- the SEND Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The headteacher is the school's 'responsible person' and manages the school's special educational needs work. The headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The headteacher will work closely with the SENDCo, the SEND governor and staff to ensure the effective day-to-day operation of the school's SEND policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The SENDCo

The SENDCo will work closely with the headteacher and SEND governor and is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEN;
- advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEN;
- liaising with early years providers, high schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the Local Authority and its support services;
- liaising with potential providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements; and
- ensuring that the school keeps the records of all pupils with SEND up to date.

Role of Class Teacher and Support Staff

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. Classroom teachers are therefore responsible for:

- planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves;
- ensuring all relevant SEND profiles are kept up to date;
- setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving;
- ensuring every pupil with SEND is able to study the full national curriculum;
- being accountable for the progress and development of the pupils in their class;
- being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with; and
- implementing any advice given from outside agencies.

Identifying SEND

Elton Primary School and Nursery has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

To ensure early identification we monitor all children's progress and attainment throughout every lesson and also through dedicated assessment weeks each term. We are aware that all children have different starting points and therefore track children systematically across the school using our whole school assessment system. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These will be drawn from daily assessment and observations but may be supported by formal assessments such as baseline assessments, standardised assessments, end of key stage tests, or the *Engagement Model*, for those pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2).

With the support of the senior leadership team (SLT) and subject leaders, classroom teachers will conduct regular progress assessments on Target Tracker for all pupils, with the aim of identifying pupils who are making less than expected progress. Progress review meetings will be held termly between each individual class teacher and the headteacher, allowing the opportunity to discuss pupils' progress on an individual basis. In addition to this, the SENDCo will hold termly SEND meetings to review the SEND and 'Red Alert' registers, allowing opportunities for the school staff

to review their class, identify any children that they may have concerns about and review provision.

At Elton, we have an open-door policy and welcome and encourage liaison with parents/ carers whether this be during the termly parents' evening meetings or at other points through the year. If parents/carers have any concerns about the progress of their child or want to discuss the possibility of SEND, then parents can call to arrange a meeting discuss this with either the class teacher and/or SENDCo.

If a teacher, teaching assistant or parent have raised a concern about a child's progress the class teacher will then consult the SENDCo to consider what else might be done. The child's learning characteristics, the learning environment, the task and the teaching style should always be considered, when reviewing provision. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available at which point it will be discussed with parents/carers whether or not their child be added to the SEND register and what special educational provision should be put in place to ensure they make good progress.

We seek 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 child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;
- fails to make progress with wider development or social and emotional needs; and/ or
- fails to make progress in self-help, social and personal skills.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Attendance and punctuality
- Social Services involvement
- Bereavement or Trauma
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving special educational provision.

Areas of Need

There are four broad areas of need identified in the SEND Code of Practice where a child may have additional needs, these are:

<p>Cognition and Learning</p>	<p>Children may have low levels of attainment across the board in all forms of assessments, difficulty in acquiring skills on which other learning depends, or may have difficulty with sequencing/ ordering events and independence in activities.</p> <p>We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Children may also have specific learning difficulties (SpLD), which affect one or more specific aspects of learning. SpLD encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p>Communication and Interaction</p>	<p>Pupils may need reminders to keep on track in lessons or may struggle when interacting appropriately with their peers and may struggle to form relationships. They may also need visual support to understand language or may need instructions and language repeating to aid understanding.</p> <p>Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.</p> <p>At Elton we recognise that pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.</p> <p>The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.</p>
<p>Social, Mental and Emotional Health</p>	<p>Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or</p>

	<p>isolated, or displaying challenging, disruptive and disturbing behaviour.</p> <p>Elton Primary School and Nursery recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p>
<p>Sensory/Physical Needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Pupils may have a medical or genetic condition that leads to specific medical conditions, restricted gross/ fine motor skills, visual/hearing impairments and/or toileting and self-care needs.</p> <p>Many children with vision impairments, hearing impairments or multi-sensory impairments will require specialist support or equipment to access their learning and those children with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities.</p>

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

A Graduated Approach to SEN Support

The school will use the graduated approach to support pupils with SEND as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENDCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCo will be responsible for liaising with those agencies. The SENDCo will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENDCo, teachers (and in some cases Teaching Assistants) will update all records of provision and impact of that provision. The SENDCo and teacher will maintain the SEND Child Profiles and keep them updated.

Assess –

The teacher and SENDCo, along with the pupil and parents/ carers, will consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include:

- views of the child or young person and their parents or carers;
- teacher assessments and observations;
- pupil's current attainment;
- pupil's previous progress and attainment; and
- advice from external agencies, if appropriate.

From this, the child's current attainment, achievements and learning profile will be identified. This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information will also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

Plan –

Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term.

Parents and pupils will take away a copy of the plans for the term, which will include:

- time limited outcomes for the child or young person;
- the adjustments, support and interventions to be put in place; and
- a date for review.

Do –

All teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum;
- delivery of any additional and different provision for a pupil with SEND;
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff; and
- linking interventions to classroom teaching.

The SENCO will also support teachers in the effective implementation of this provision.

Review –

The quality, effectiveness and impact of the support and provision is evaluated by the review date. This stage includes sharing information and seeking the views of the child or young person and parents/ carers.

The cycle then starts again at **assess** with the updated needs of the child or young person being considered before planning a continuation of or change to support and provision.

Funding

Funding to support the needs of learners with SEND follows a national system. In mainstream schools funding is made up of 3 elements. Not all children and young people with SEN will need support from all 3 elements.

Element 1: This is the sum of money for every individual child or young person on role at a school.

Element 2: This is the money already in school's budget to meet the needs of individual pupils with SEND up to £6,000. Not all pupils will need this amount and where the needs are complex and the school have used their element 1 and 2 funding they may need additional support via element 3 and therefore submit a request for additional funding to support a pupil with special educational needs.

The SEND Panel will then decide whether some element 3 funding will be allocated to help meet the needs of that pupil.

Element 3: This is top-up funding from the Local Authority where a child or young person has significant and complex needs. This supports the school in providing additional support beyond the Element 2 funding.

Integrated Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's personalised plans – SEND Child Profile;
- records of reviews with pupils and parents, and their outcomes;
- medical information where relevant – medical reports;
- National Curriculum attainment, and wider learning profile;
- attendance information;
- educational and other assessments, e.g. Educational Psychologist;
- views of the parent and the child; and
- involvement of outside agencies such as Speech and Language Therapists – recommendations and reviews of these recommendations.

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child;
- the school;
- an educational psychologist;
- health;
- social care;
- anyone else that parents/ carers request; and
- if appropriate, a specialist teacher for the visually or hearing impaired.

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website-
http://www.cheshirewestandchester.gov.uk/residents/education_and_learning/special_educational_needs_sen.aspx

Implementing the EHCP

If a child is given an EHCP the SENCO, teachers and any relevant support staff will ensure that all those teaching or working with the named pupil are aware of the pupil's needs and what provision is in place to ensure that the pupil's needs are met. All reasonable provisions will be taken by the school to provide a high standard of education. The school will use the EHCP to inform the termly provision and will review these outcomes at the end of each term, as part of the Child Profile.

Annual Review of the EHCP

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be child-centred, looking at:

- progress on actions towards agreed outcomes;
- what we appreciate and admire about the child;
- what is important to the child now;
- what is important to the child in the future;
- how best to support the child;
- questions to answer/ issues we are struggling with; and
- planning any new outcomes and provision that may be needed.

Any amendments to the EHC Plan will be recorded. The SENDCo will record the outcomes of this meeting and along with the headteacher will ensure that it is sent to the LA.

If a pupil's needs significantly change prior to an annual review then an interim review can be held at which point the school can request a re-assessment.

Criteria for exiting Special Educational Provision

A child may no longer require special educational provision, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Monitoring and evaluation of SEND

At Elton Primary School and Nursery, a system of analysing provision is used through the completion of SEND Child Profiles to ensure that we are able to analyse the impact

and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information is inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in person-centred review sessions with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities, and ensure that provision of resources is equitable among pupils according to their needs.

Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans (SEND Child Profiles) and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHCP and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo. The SENDCo will keep abreast of current research and thinking on SEND matters. The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- additional staff support
- providing intervention work for individuals and small groups
- purchasing materials and resources
- training for staff
- provision of external specialists and advice, where required

Money received for a statement/ EHC Plan is allocated according to the requirements of the pupil's plan to ensure appropriate provision.

Supporting pupils and families

West Cheshire Local Authority's Local Offer can be found at <https://www.livewell.cheshirewestandchester.gov.uk/>.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS) and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHCP will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. Parents and carers are consulted and informed of changes to the SEND Policy. The SEND Information Report is also updated annually on the school's website.

Medical issues are first discussed with the parents/carer. If support is required, the school will make a referral to the Community Paediatrician. A multi-agency approach may be initiated if school staff require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, paediatrician or the Traveller Service.

Admissions

Pupils with special educational needs will be admitted to Elton Primary School and Nursery in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having SEND. In the case of a pupil joining the school from another school, Elton Primary School and Nursery will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible (through CPOMs if this has been previously used). If the school is aware that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions Policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Storing and managing information

The confidential nature of SEND information is fully recognised at Elton Primary School. Hard copy files are stored in the locked SEN filing cabinet, whilst electronic files are stored with the SENDCo on an encrypted memory stick.

Reviewing the policy

This policy will be reviewed annually by the SENDCo, Head and other staff and governors, along with the SEND Information Report.

Accessibility

The Disability Discrimination Act (1995), as amended in 2005¹, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCo; or
- discuss the problem with the Headteacher.

The headteacher may refer the matter to the LA, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services and how to make representations to the LA. More serious on-going concerns should be presented in writing to the chair of governors, school adviser, or the LA SEND adviser as appropriate.

Bullying

Bullying is taken very seriously at Elton Primary School. To view the school's policy on anti-bullying, see the school's website at:

<http://www.elton.cheshire.sch.uk/cheshire/primary/elton/site/pages/ourschool/policies>

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Elton Primary School and Nursery endeavour to generate a culture of support and care among pupils.

¹ Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.