

**Emmaville Primary School**

**Special Educational  
Needs & Disability  
Policy**

**2019-2020**





## Special Educational Needs Policy

Date	Review Date	Special Needs Co-ordinator (SENCO)	Nominated Governor
September 2019	September 2020	Avril Armstrong	Julie Gavin

The person responsible for the preparation of this policy is the Headteacher, Avril Armstrong.

At Emmaville School we aim to develop in each child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility within the school community as reflected in the Every Child matters agenda.

Our Primary School provides a broad and balanced curriculum for all children. We do however recognise that some children either cannot or do not achieve in line with expectations. This can be manifested in many different ways.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. They take account of pupils' needs and make provision where necessary to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- 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 area of the local education authority;
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

When organising additional support it is very important that we provide children with Special Educational Needs and Disabilities (SEND) with a broad and balanced curriculum and regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of Special Educational Needs issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## **Statement of Intent**

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and/or physical and medical conditions.

The school has full provision for pupils who are disabled.

The **Disability Discrimination Act** identifies the fact that some pupils with disabilities may have learning difficulties that call for SEND provision. However, not all children defined as disabled will require this provision. They will however still have rights under the **Disability Discrimination Act**. We will assess each child as required, and make the appropriate provision, based on their identified need.

## Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible;
- to be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and external agencies;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that all children have a voice in this process;
- to ensure all pupils make effective progress and realise their full potential;
- to ensure all pupils take a full and active part in school life;
- to ensure that parents are able to play their part in supporting their child's education;
- to work with other schools to share good practice in order to improve this policy.

## Education Inclusion:

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community.

Close regard is paid to the three key principles of inclusive education:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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

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

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed Avril Armstrong to be the Special Educational Needs Co-ordinator;
- delegated powers and responsibilities to her to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- ensured that provision of special educational needs is of a high standard;
- agreed to have regard to the Code of Practice when undertaking its responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher who is the SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### **Role of the Headteacher (SENCO)**

The Headteacher SENCO will:

- maintain the school's (non compulsory) SEN & D register;
- lead and ensure that the daily management of special educational needs provision is effective throughout the school;

- ensure that all staff regularly update pupils' Support Plans;
- work closely with Julie Gavin the link governor;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- annually report to the Governing Body on the success and development of this policy;
- provide leadership and vision in respect of equality;
- inform parents when special educational needs provision has been made for their child;
- provide guidance, support and training to all staff;
- organise and manage the team of Teaching Assistants;
- track the progress of children with special educational needs;
- keep up to date with new developments and resources;
- liaise with parents;
- manage the school-based assessment and completes the documentation required by outside agencies and the LA;
- organise annual reviews of children with an EHC Plan;
- act as a link with external agencies and other support agencies;
- work with feeder or transition schools;
- review and monitor.

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

### **Role of Class Teachers**

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- use this policy when monitoring the progress of all pupils;
- deliver the individual programme for each special educational needs pupils as set out in their Support Plan or group Support Plans for certain pupils whose targets may be the same;

- develop Support Plans for special educational needs pupils by working closely with the SENCO, support staff and outside agencies;
- comply with all aspects of this policy
- undertake appropriate training.

### **Role and Rights of Parents**

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils (see Partnerships)
- to take part in the review of Support Plans;
- to attend annual reviews

### **Role and Rights of Pupils**

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs whenever possible;
- when appropriate to be involved in devising their Support Plan;
- setting learning targets;
- the annual review

### **Admissions and Inclusion**

The Governing Body believes that the admission criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. (Ref: SEN Code of Practice, Paragraph 1:33)

This policy builds on the school's Inclusion Policy, which recognises that the special educational needs of children should normally be met in mainstream schools or settings and that all children have an entitlement to a balanced, broadly-based curriculum.

This policy reinforces the need for teaching which is fully inclusive.

We will therefore:

- treat all applications equally and we will not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

## Curriculum

The school aims to provide all pupils with: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- Individual Education Plans, which set a small number of targets, closely matched to the pupil's needs

## Celebration of Achievements

We will regularly celebrate the achievements of all children not just in English and Mathematics but in all curriculum areas and in all aspects of school life.

## Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or Teaching Assistants;
- withdrawal support either individually or in small groups with specialist teachers or TAs
- the use of resources or intervention strategies that will have an impact upon the progress of children

## Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy. Teaching pupils with SEND is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.



Progress is the crucial factor in determining the need for additional support.

Adequate progress will vary according to individual needs and differences but may include progress that:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- shows an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCO will be consulted. The SENDCO and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom differentiation is required, it will be provided through Early Years/School SEN support.

Where concerns remain despite sustained intervention at Early Years/School SEN support, the school will consider a request to the LA for an assessment of an Educational Health Care Plan (also known as a Single Plan). Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request an assessment for an EHC Plan (Single Plan).

### Identification, Assessment and Level of Intervention

**Early Identification:** We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child.

**Assessment:** It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests.

**Intervention:** As advocated in the Code of Practice (CoP) once pupils have been identified as having SEN the school will intervene through either:

- **School SEN support**

**School SEN support** intervention can be triggered through concern that despite receiving differentiated teaching pupils:

- make little or no progress;
- work at levels significantly below others of a similar age;
- show persistent emotional / behavioural difficulties;
- have sensory or physical problems which hinders progress;
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning;
- show difficulty developing literacy or numeracy skills;
- present persistent emotional and behavioural difficulties;
- have sensory or physical problems, which continue despite the use of specialist equipment;
- have communication and / or interaction problems, which continue despite curriculum differentiation.

**The SENCO** with the child's class teacher will consider an appropriate approach such as:

- providing different materials or equipment;
- using extra staff to work closely with the pupil;
- more effective strategies via staff development or training;
- group or individual support;
- devising interventions and monitoring their effectiveness by providing extra adult time;
- LA support for advice on strategies and equipment or staff training.

**The SENCO** will: -

- consult with parents;
- advice and support the class teacher;
- ensure an appropriate Support Plan is in place which will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs;
- ensure Support Plan reviews take place at least twice a year;

- ensure that at a Support Plan, review new targets are set, new strategies are outlined and the provision made;
- ensure relevant background information is in place.

If at a Support Plan review it is believed that the pupil has not made progress, it may then be decided to involve other agencies in order to assess the needs of the pupil; agencies such as the Educational Psychology Service, Occupational Therapy or the Children and Young Peoples Service (CYPS).

The involvement of other agencies can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress;
- are working at National Curriculum levels well below that expected of a child of a similar age;
- still face difficulties in developing English and Mathematical skills;
- present persistent emotional and behavioural difficulties;
- have sensory or physical problems, which require additional specialist equipment and advice from specialists;
- have communication or interaction problems which prevent the development of social relationships.

Before a referral to an external specialist can be made, parental consent must be granted.

Subject to parental consent, specialists from support services will be given access to pupil records in order to understand the strategies employed by the school and the targets set and achieved. They may be asked to provide assessments and advice and may work directly with the pupil.

The specialist will normally assist the school in drafting a Support Plan that may incorporate specialist strategies to be implemented by the class teacher, subject teacher or other staff member. Where appropriate, the Support Plan may include arrangements for direct intervention with the child by the external specialist.

**An assessment for an Education Health Plan, or commonly referred to in the Gateshead LA as a Single Plan,** can be requested from the LA if the child still remains a cause for concern.

## **Requests for and EHC Plan (Single Plan) or Additional Resources**

The school will consider making a proposal to the LA for an EHC Plan when, despite an individualised programme of intervention within Early Years/ School SEN support, the child remains a significant cause for concern.

**(A request for an EHC Plan assessment may also be requested by a parent or outside agency.)**

Prior to making a request for statutory assessment the school will have the following information available:

- the action followed at School SEN support;
- three Support Plans for the pupil;
- records and outcomes of regular reviews;
- information on the pupil's health and relevant medical history;
- National Curriculum levels (including reference to P-levels where appropriate);
- English/Mathematics attainments;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of parents;
- the views of the child;
- where appropriate, reports from external agencies (e.g. Social Services, Education Welfare Service);
- information about any other involvement by professionals.

The school acknowledges that a request for an EHC Plan assessment may not always be agreed by the LA and, even if agreed, does not inevitably lead to a EHC Plan being granted for the pupil.

### **An Education Health Plan or Single Plan will:**

- outline details of the Local Authority's assessment of the child's special educational needs;
- state the special educational provision which will be made to meet those needs;
- identify the type of school which the Local Authority believes would be appropriate to make such provision;
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference;

## **Annual Education Health Care Plan Review Procedures**

For a child who has an **Education Health Care Plan** the LA has a statutory duty to review his/her plan, at least annually. The SENCO will organise these reviews and invite:

- the child's parents;
- the child (for at least part of the meeting if deemed appropriate);
- the class teacher;
- a representative of the LA;
- any other professional either the LA or SENCO consider appropriate.

The **SENCO** will:

- maintain a calendar of review dates;
- determine who should be invited to attend each meeting;
- plan Annual Review meetings at least two months in advance and contacts professionals by letter;
- seek written advice on the child's progress from all invited to the meeting, including the parents/carers;
- seek the views of the child;
- provide parents with guidelines for completing an Annual Review Advice Form and offer assistance as appropriate;
- sends out formal invitations to parent by letter, giving at least two weeks' notice, advising them that they may bring a friend or relative to the meeting;
- at least two weeks before the meeting, circulate the educational advice, the pupil's views and any other reports or advice that have been submitted;
- allow the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review will:

- assess the child's progress towards meeting either the long term outcomes (at the end of a Key Stage) or the short term outcomes (at the end of a school year) within the plan;
- review the educational progress made by the child;
- consider the effectiveness of the statement in the light of the child's progress;
- set new targets for the coming year;
- determine whether amendments to the statement are necessary;

- record information which the school and other professionals can use to plan provision and support for the child.
- make recommendations to the LA of any necessary changes to the plan.

**A Transitional Review**, that is when pupils leave the primary to move on to the secondary phase, enables the receiving school to plan appropriate provision for the child.

## Partnerships

We believe that a close and strong partnership with **parents** will enable children to progress. This partnership is crucial for a child with SEND in order for them to achieve their potential. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of their child's needs. Together with school personnel, parents can agree the support and provision needed for their child. The school will make available, to all parents of pupils with SEND, details of the Parent Partnership Service available through the LA.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and guidance.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

## Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the SENCO in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

## In-Service Training

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. When particular issues related to SEND arise, a staff meeting agenda will be set aside to deal with them and relevant external professionals will be invited to contribute, as appropriate.

The SENCO will attend relevant courses and will ensure that all staff are familiar with developments in relation to SEND.

Training, for both teaching and non-teaching staff will be provided as necessary and the SENCO will ensure that all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training in relation to SEND will be specified within the School Improvement Plan.

All staff will be encouraged to attend courses that help them to acquire and further develop the skills needed to work with pupils with SEND.

Governors will be given the opportunity to attend professional training days including those that focus on SEND.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Prospectus;
- the school website;
- meetings with parents such as introductory, transition, parent-teacher consultations;
- school events;
- meetings with school personnel;
- termly reports to the Governing Body.

### **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Evaluation and Review

The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review.

Headteacher:	Avril E. Armstrong	Date:	September 2019
Chair of Governing Body:	Bill Purvis	Date:	September 2019



## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																								Conclusion		
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
		✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓				✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓				✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

<b>Policy Evaluation</b>
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Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				