



Special Educational Needs and Disability Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to Section 20 of Children and Families Act 2014.

Definition of Special Educational Needs and Disability (SEND): Taken from Section 20 of the Children and Families Act 2014.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;*

or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions'*

The overall aim of this policy of Special Educational Needs and Disability is to enable and encourage all children to achieve their full potential and have access to a well-balanced and broad based creative curriculum, regardless of their abilities or behaviours. It aims to provide support within a caring environment for those who differ from their peers academically, physically, socially or emotionally to enable them to reach their full potential with confidence and self-esteem. It aims to identify these children as soon as possible to remove barriers to access and participation and to provide support and training for teachers together with additional pupil support programmes where necessary. This document should be read in conjunction with the school's Equal Opportunities Policy.

Responsibility for the coordination of SEND Provision

- The person responsible for overseeing the provision for children with SEND is Miss Sharon Pole, (Headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Amanda Bailey (SENCo).
- The SEND Governors are Lucia Gallagher and Kathy Gordon.

Aims and Objectives

We aim to provide every child with access to a broad, balanced creative curriculum, raising the aspirations and expectations of all pupils, including those with SEND.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Pupil progress meetings are held termly and continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo/ Headteacher and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Services, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Primary Behaviour Service and the School Nurse.

- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

Identification of pupils needs

Our policy is to promote early identification of any children who may have Special Educational Needs and Disability (SEND) either throughout, or at any time during their school life, whether it be academic, physical, emotional or social. Early identification is vital and may happen in a variety of ways at Ecchinswell and Sydmonton CE Primary School.

TYPES OF SEND

SEND is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

We also give high priority to other factors which may impact on a pupils' progress and attainment, such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child.

A Graduated Approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through these procedures, it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. This does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add them to the SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure

that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, and details of previous progress and attainment, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made when necessary according to individual needs. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

Education, Health and Care Plans [EHCP]

Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria For Exiting The SEND Register/Record

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils and Families

We know it is essential for the relationship between home and school to be positive and strong. Parents are always encouraged to take part in their child's learning which we believe has a beneficial impact upon their progress and enjoyment in school. We will involve parents from the earliest stage of concern and discuss and agree on ways in which they can support their child at home and establish an effective system for regular home/school liaison (verbally – face to face or telephone call, email or home/school book).

Where a parent is concerned about an SEND issues they can contact the child's class teacher or the SENCo/Headteacher.

Where parents are still concerned, they can contact the Governor responsible for SEN or the Chair of the Governing Body.

At any stage a parent can contact the 'Parent Partnership Service', Hampshire County Council Education, County Office, The Castle, Winchester SO23 8UG Tel: 01962 845870

Further information on local support for parents can be viewed on Hampshire's SEND Local Offer website:

<http://www.hampshirelocaloffer.info>

Supporting Pupils at School with Medical Conditions

Ecchinswell School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and Disability (SEND) and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The School has a policy regarding the administration and managing of medicines on the school website which is understood and adhered to by all staff.

Monitoring and Evaluating SEND Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored at least on a termly basis in line with the SEND Code of Practice.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher/SENCo, who will be able to advise on formal procedures for complaint.

School Responsibilities

1. The schools' policy for the admission of pupils with SEND does not differ from the School Admissions Policy. The school will provide for children with already identified SEND as well as identifying and providing for pupils not previously identified as have SEND.
2. All children are entitled to have access to a broad, balanced and relevant curriculum, including the National Curriculum, which is differentiated according to individual needs.
 - a) all money from the Hants Special Educational Needs and Disability Audit is used solely for providing an appropriate level of support, e.g. Learning Support Assistants and materials for those children with Special Educational Needs and Disability
 - b) Criteria for allocating resources is based upon individual and class needs. This is decided by application of a "points" system to decide each level of intervention in the Code of Practice allocated a number of points. This resource allocation is flexible and regular reviews are held and changes are made as appropriate.
- c) The Special Educational Needs and Disability element within the main budget is used for funding the SEND staffing.
- d) Children with a Statement of Educational Needs or Educational Health Care Plan have funding to cover their specified need partly provided by the Local Education Authority and partly by the school.
- e) Governors can add more money from the main budget at their discretion. Money is made available from each school in the cluster to fund a cluster SEND Support Group which meets regularly to exchange information, resources and expertise.
4. In Service Training is provided in line with the School Strategic Plan. The roles of the Special Educational Needs and Disability Co-ordinator and Learning Support Assistants should be understood by pupils and staff. All members of the school staff, e.g. dinner ladies, caretaker, admin staff, as well as teaching staff, should have an awareness of children with Special Educational Needs and Disability, where appropriate, and will observe guidelines on confidentiality stated in their job descriptions.
5. Every opportunity is taken by staff to evaluate and review the Special Education Needs provision within the school. Regular Special Educational Needs and Disability support group meetings take place within cluster and pyramid. All staff may attend Local Authority organised Special Educational Needs and Disability courses and the school buys in expertise as necessary. Governors with responsibility for Special Needs attend Governor Training Sessions and school based whole Governor Training.
6. All children with Special Educational Needs and Disability are fully integrated within the school as far as it is reasonably practicable.

Relationships with Support Services

The school continues to build strong working relationships and links with external support services such as Educational Psychologists, speech and language therapist, School Nurse, Early Help Hub and behaviour support.

The school will always consult with parents before involving any outside agency.

Links may be formed with other medical, social or voluntary organisations as appropriate for individual children.

Review of this Policy

1. This policy will be reviewed annually (during the Autumn Term)

This Policy should be read in conjunction with:

Child Protection Policy
Positive Behaviour Policy
Supporting Pupils with Medical Conditions

Date of Review	Amendments:	Approved by	Date of next review
June 11	Appendix A: Factual information updated.	Chair Curriculum	June 12
June 2012	Removed from section : Review of this policy 'Success of the policy in operation will be assessed by providing objective, quantified data for the numbers (%) identified through the SEN Audit, and by classteacher and parental concern.' Deleted 'reading' from following sentence.	Chair of Curriculum Committee	June 2013

	'The numbers (%) KS1 and 2 pupils not reaching reading Levels 2 or 4 in their SATs.'		
June 2013	None	Curriculum Committee	November 2014
November 2014	None	Curriculum Committee	November 2015
October 2015	Changes in line with new SEND Code of Practice	Curriculum Committee	November 2016
November 2016	None	Curriculum Committee	November 2017
November 2017	Changed day to day responsibility to Sharon Pole Removed SENCo surgeries Added Primary Behaviour Service as an external agency Removed SENCo Assistant	Curriculum Committee	November 2018
November 2018	No changes	FGB	November 2019
November 2019	Changed SEN to SEND for consistency through policy	FGB	November 2020
November 2020	Changed SENCo responsibility to Jean Machon	FGB	November 2021
June 2022	Changed SENCo responsibility to Amanda Bailey	FGB	November 2022
November 2022	Changed SEND governor	FGB	November 2023
October 2023	None	FGB	November 2024