



# EDWARD THE ELDER Primary School

## Special Educational Needs and Disability (SEND) Policy

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## Contents:

### Statement of intent

1. Introduction.
2. Defining SEN/Headlines from Code of Practice 2014.
3. Areas of special educational need.
  - a) Communication and Interaction.
  - b) Cognition and Learning.
  - c) Social, Emotional and Mental Health difficulties.
  - d) Sensory and/or Physical Needs.
4. Admissions.
5. Our School Objectives for SEND.
6. Identifying children at SENS (SEN support).
7. Working with Parents/Carers and Children.
8. A Graduated Approach to SEN Support
  - Assess
  - Plan
  - Do
  - Review
9. Paperwork for children at SENS (SEN support).
10. Moving to an EHCP (Education, Health and Care Plan)-Application for Single Assessment.
11. Reviewing an EHCP.
12. Roles and Responsibilities.
  - a) Governing Body
  - b) Head teacher
  - c) SENDCo
  - d) School Staff.
13. Funding.
14. SEN Information Report.
15. SEN and Disability Tribunal.
16. Data and Record Keeping.
17. Confidentiality.
18. Monitoring and Reviewing SEND Policy.

## Statement of Intent

This policy outlines the framework for Edward the Elder Primary School to meet its duties and obligations to provide a high quality education to all of its pupils with special educational needs and/or disabilities.

Edward the Elder Primary School therefore intends to follow the principles, which underpin this policy:

- Co-production with the child and family at heart of all decision making.
- Collaboration between education, health and social care services and all relevant stakeholders to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.

## Edward the Elder Primary School

### Special Educational Needs and Disability (SEND) Policy

#### 1. Introduction

This SEND Policy is written to comply with:

- Children and Families Act 2014 (and related regulations).
- Equality Act 2010
- SEND Code of Practice 0-25 (DFES, 2014).

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education (July 2015)
- Working Together to Safeguard Children.

All our school policies are interlinked and should be read and informed by all other policies. In particular the SEND Policy is linked to behaviour, anti-bullying, medical, safeguarding, complaints policy and all curriculum policies.

**The SEND Team at Edward the Elder Primary School:**

*“Every teacher is a teacher of every child or young person, including those with SEN”* (Code of Practice 2015)

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.”* (Code of Practice 2015)

Enquires about an individual child’s progress should be addressed to the class teacher in the first instance.

Other enquires can be addressed to:

Mrs B Turner – SENDCo

Make an appointment at the School Office or contact on 01902 558765

This policy was developed by the SENDCo and will be shared with the stakeholders via the school website. Hard copies of the policy will be made available if requested.

## 2. Defining SEND:

The Children and Families Act 2014 says:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - a) has a significantly greater difficulty in learning than the majority of other of the same age, or
  - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

### Headlines from the 2015 Code of Practice

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced by a school based category of need known as “Special Educational Needs Support (SENS)”.
- Schools are expected to work more closely with parent/carers and children to ensure that they take into account a child’s own views and aspirations and the parents’/carers’ experience of, and hopes for, their child.
- Parents/Carers are expected to be invited and involved at every stage of planning and reviewing SEN provision for their child.
- Schools should have high expectations of all their children.
- All children should benefit from “Quality First Teaching”: this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning.

## 2. Areas of Special Educational Need.

The thresholds for the areas of need are detailed within ‘SEN Support and Education, health and care Plans’ guidance as part of the LA Local Offer.

There are four broad categories of SEN:

- a. **Communication and Interaction.**
- b. **Cognition and Learning**
- c. **Social, Emotional and Mental Health difficulties.**
- d. **Sensory and/or Physical Needs**

A definition of each of these areas can be found in *Appendix A*.

### **3. Admissions**

Edward the Elder Primary School will ensure that it meets its duties under the LA Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admissions Code for the admission of children without EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.

### **4. Our School Objectives for SEND.**

At Edward the Elder Primary School we aim:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies).
- To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEND policy.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents/carers.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children.

### **5. Identifying children at SENS (SEN support).**

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored termly. Where children are identified as not making progress in spite of Quality First Teaching or through interventions identified on our school provision map they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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.
- Parents/Carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN support on our SEN register and an Individual Learning Support Plan (ILSP) is created.

At Edward the Elder Primary School when identifying the needs of children we consider the whole child. This means that we will include not just the special educational needs of the child but may also consider the following:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- EAL and the implications of being newly arrived into the country.
- Being in receipt of Pupil Premium Grant.
- Being a Child or Young Person in Care (Previous LAC).

Although the school can identify special educational needs, and make provision to meet these needs, we do not offer diagnosis. Parents/Carers will be advised to contact their GP in order for any diagnosis to be given.

## **6. Working with Parents/Carers and Children**

We aim to have good and informative relationships with all our parents/carers. If a child is experiencing difficulties, parents/carers will be invited in to school at the earliest opportunity to discuss the child's areas of strength and difficulty and any concerns identified by the parent/carer and/or members of staff. These early discussions will be structured so that they develop a good understanding of the pupil's areas of strength and difficulty, the parents'/carers' concerns, the agreed outcomes sought for the child and the next steps.

**"Any decisions are informed by the insights of parents and those of children and young people themselves."** (Code of Practice 2015).

## **7. A Graduated Approach to SEN Support.**

Once a child had been identified at SEN Support the school will schedule meetings appropriately to:

- formally let parents/carers know that their child is being placed at SENS (SEN Support)
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of '**Assess, Plan, Do, Review**' required in the Code of Practice (2015).

This process can be found in *Appendix B*.

## **8. Paperwork for children at SENS (SEN support)**

Annually, a one page profile, is created to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent/carer and acts as a guide to their class teacher. The information may be updated during the year.

In addition to this one of the following pathways will also be taken:

1. The child will be set targets linked to their Age Related Expectations (ARE). These will be worked on and once achieved new targets will be set. Parents/carers will be updated regularly on the progress their child is making.

OR

2. The child will be set specific targets on their Individual Learning Support Plan. These will be worked on and reviewed regularly. The ILSP will specify challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group) put in place to enable the child to achieve these targets.

All targets are placed into a book, where the child completes work towards these targets; progress towards the targets is then recorded/tracked by the class teacher or teaching assistant by writing a small comment about the progress made towards each of the targets. These are all kept together in a folder in the child's classroom.

## **9. Moving to an EHCP (Education, Health and Care Plan) – Application for Single Assessment.**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. (Parents/Carers or young people may also make a request.)

We refer to the LA Guidance 'SEN Support and Education Health and Care Plans' if:

- In addition to their SEN needs the child is Looked After and is therefore additionally vulnerable.
- The child has a disability which is life long and which means that they will always need support to help them to learn effectively.
- The child's achievements are so far below their peers that it is likely that the child may at some point benefit from special school provision.



The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within six weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through existing school provision, seeking advice and guidance from other agencies as appropriate.

Edward the Elder Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

Following discussions and agreement as part of a child's draft EHC Plan, the school will admit any child that names Edward the Elder in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet these needs.

The school will request a re-assessment of an EHC plan at least six months following an initial assessment, if a pupil's needs change significantly.

## **10. Reviewing an EHC plan**

Edward the Elder Primary School will:

- Cooperate to ensure that an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken before transfer to another phase of education.

## **11. Roles and responsibilities**

The roles and responsibilities of governing body, the Head Teacher, the SENDCo and the class teacher can be found in *Appendix C*.

## 12. Funding

- Edward the Elder Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the SEN Information Report for the SEN provision of its pupils.
- Personal budgets are identified within EHC Plans and are allocated from the local authority's high needs funding block and Edward the Elder Primary School will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

## 13. SEN Information Report and LA Local Offer

- Edward the Elder Primary School will work in partnership with the Local Authority and other stakeholders to cooperate in the development and review of the LA local offer.
- Edward the Elder School's SEN Information Report is available on the school's website for parents/carers and other stakeholders to view.
- The LA Local Offer can be found at [www.wolverhampton.gov.uk/send](http://www.wolverhampton.gov.uk/send)

## 14. SEN and Disability Tribunal

- Edward the Elder Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

## 15. Preparing for adulthood

- Edward the Elder Primary School will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:
  - i. Making families aware that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported in independent living, and participate in their community.
  - ii. Supporting children and young people so that they are included in social groups and develop friendships.
  - iii. Supporting children and young people in engaging in activities with those who do not have SEN, and encouraging them to participate fully in the life of the school and in any wider community activity.
  - iv. Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age.
  - v. Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
  - vi. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

## 16. Data and record keeping

- Edward the Elder Primary School will:
  - i. Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
  - ii. Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
  - iii. Record details or additional or different SEN provision on a provision map.

## 17. Confidentiality

- Edward the Elder Primary School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:
  - i. To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
  - ii. On the order of any court for the purpose of any criminal proceedings.
  - iii. For the purposes of investigations of maladministration under the Local Government Act 1974.
  - iv. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
  - v. To Ofsted inspection teams as part of their inspections of schools and local authorities.

# *Appendix A*

## Areas of SEN needs

### **a. Communication and Interaction.**

Where children and young people have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### **b. Cognition and Learning**

Where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular aspect of their learning as in literacy or numeracy. The term "learning difficulties" covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

### **c. Social, Emotional and Mental Health difficulties.**

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. For example, some children and young people have difficulty in managing their relationships with other people, are withdrawn, or may behave in ways that hinder their own and other children's learning or that have an impact on their health and wellbeing. This broad area includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

### **d. Sensory and/or Physical Needs**

Where children and young people have a visual and/or hearing impairment, or physical needs that means they must have additional on-going support and equipment.

# *Appendix B*

## Assess, Plan, Do and Review outline

**Assess-** Establishing a clear assessment of the child's needs,

The class teacher will liaise with the SENDCo to assess the child's needs. Parent/Carer views and that of the child are integral in building up a clear picture of the child's needs. In some cases, school will talk to other professionals who work with the child or seek advice from an educational psychologist, specialist teacher or health professional to help inform any assessments and planned support.

**Plan-** Plan with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review. We will then formally notify parents when the decision is made to place a child at SEN Support. Either Age Related Expectation (ARE) Targets or an Individual Learning Support Plan (ILSP) will be completed identifying SMART targets and interventions, these interventions will also be identified on the school provision map.

**Do-** The class teacher, sometimes with teaching support, is responsible for working with the child on a daily basis. When appropriate, this may mean that the child receives one to one teaching or small group support. Teachers should also work closely with teaching assistants or specialist staff involved to link the interventions and plan of support during the classroom teaching. The SENDCo provides further support to staff to discuss the child's strengths and weaknesses.

**Review-** Review the effectiveness of the interventions identified and make any necessary revisions.

With reference to practice outlined in the Code of Practice (2015), parents/carers and children are invited to a meeting at least once each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress. Depending on the child's age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents/carers.

# Appendix C

## Responsibilities

The governing body has a responsibility to:

- Publish on the school website and Local offer website an SEN Information report, providing an accessible overview of SEN provision within our school; this will meet the 2014 SEN Information Regulations and will be reviewed and updated annually in line with the Code of Practice (2015).
- Fully inform parents/carers and/or young people with SEN when drawing up policies that affect them.
- Ensure that SEN provision is made available for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Ensure that appropriately trained staff are employed to support children and young people with SEN.
- Designate an appropriate member of staff (SENDCo) as having responsibility for co-ordinating provision for children and young people with SEN.
- Designate a link governor responsible for liaising with the SENDCo to monitor SEN provision in the school.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments when needed (as identified in our accessibility plan) for pupils with disabilities to help to alleviate any substantial disadvantage they experience because of their needs.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every three years.
- Ensure that complaints procedures are in place to address any SEN issues that may arise.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

### **The Head of School has a responsibility to:**

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupils' progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.
- Ensure that all staff receive regular training in SEN provision.
- Ensure that appropriately trained staff are employed to support pupils with SEN and commissions training/input from outside agencies, advised by the SENDCo, in order to develop skills and expertise of teachers and support staff.

### **The SEN Coordinator (SENDCo) must:**

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the identified link governor, the governing body and Head Teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Provide reports for the Governing Body, at least annually.
- Work with the school governors and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Take strategic lead on implementation of SEN Policy and duties of Coded of Practice and identified legislation
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- Liaise with support staff implementing provision for pupils with SEN.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Ensure that SEN Provision is integral to the whole school provision management approach, using analysis of all evidence to monitor and evaluate the school provision map and liaise with the Head Teacher and School Administrator to cost SEN provision across the school.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Keep children, young people and parents at the heart of all planning and provision by liaising with the parents/carers of pupils with SEN.
- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Facilitate the drawing up a 1-page profile of the child or young person with SEN.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the SEN Information Report and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in school activities together with those who do not have SEN.
- Ensure that the school keeps the records of all pupils with SEN up-to-date.
- In co-production with the child's parents/cares ensure that SEN provision is being made, where the child does not have an EHC plan.
- Ensure that records of all pupils with SEN are kept confidential and are stored securely.
- Attend LA and Learning Community Network Meetings to ensure up-to-date knowledge of SEND reforms.

**Class teachers must:**

- Plan and review support for their pupils with SEN, on a graduated basis, in co-production with parents, the SENDCo and the pupil themselves with recognition that the child must be at the heart of the process.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set SMART targets which are deliberately ambitious.
- Liaise closely with support staff who may be delivering interventions for individual pupils.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.