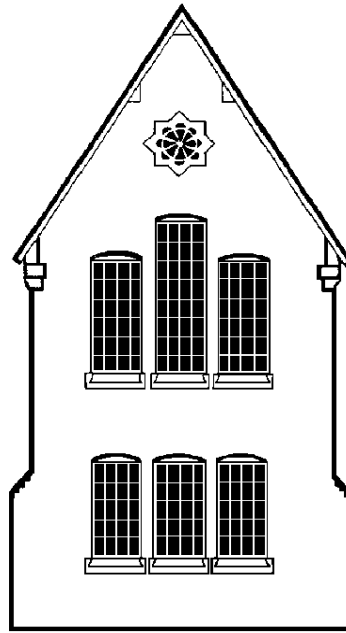


EDLESTON PRIMARY SCHOOL



EDLESTON

Special Educational Needs
and Disability Policy
SEND POLICY

The SEND policy is written to comply with the 2014 Children and Families Act, SEN Code of Practice 2014 and the Equality Act 2010.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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. (Taken from 2014 SEN Code of Practice: 0 to 25 years - introduction xiii and xiv)

Edleston Primary School SENCo - Mrs Ruth Astles

The SENCo is a member of the Senior Leadership Team.

SEN at Edleston Primary

Our Aims

Edleston Primary School is committed to the inclusion of and provision of effective learning opportunities for all pupils. To achieve this, the school aim to;

- Create an environment that meets the special educational needs of each child.
- Ensure that the special educational needs are identified, assessed and provided for
- Make clear the expectations of all partners in the process
- Identify the roles and responsibilities of staff in providing for children's special educational needs
- Enable all children to have full access to all elements of the school curriculum
- Ensure that parents are able to play their part in supporting their child's education
- Ensure that children have a voice in this process

Objectives

- To identify pupils with SEN and the nature of their need as early as possible.
- To maintain regular contact with parents at all times.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.

Around 18% of our children are either at SEN Support or have Educational Health Care Plans (EHCP). This is below the national average, however all teachers are teachers of a child with an SEN.

Inclusion

All children within the school community are valued and respected. Staff have high expectations for all pupils both academically and socially. Staff respect individual differences including the recognition of different learning styles, and thus a range of teaching strategies and approaches are employed. This is reflected in the school's planning documentation and assessment.

Types of SEND which we currently have in school include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and interaction

- Autistic spectrum and language disorders

Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Visually impaired, hearing impaired, motor difficulties.

Medical Needs

- Bowel disorders

Parents in Partnership

Parents are vital in the education of their child as they know them best. Therefore parents are involved at all stages from the initial discussion and identification of a special need, through to reviews. The school operates an "open door policy" and parents are encouraged to express concerns regarding their child with the class teacher, Headteacher or SENCO. Parents are kept informed as to their child's progress on a regular basis and are advised as to how best to support progress at home. Parents are also informed as to local/national support agencies including the Cheshire East Independent Advice Service (CEIAS).

Changes from the SEN Code of Practice 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Educational Health Care Plans (EHCP) which can be used to support children from birth to 25 years of age.
- School Action and School Action Plus have been replaced by one school based category of need known as Special Educational Needs Support (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally monitored by the SENCo.
- There are four broad categories of SEN:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory
- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and

- hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
 - We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

Identifying children at SENS (SEN Support)

Edleston Primary School endeavours to identify additional needs as early as possible.

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

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo or SEN Manager 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 2014 code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify the 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 sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS on our SEN register.
- Some children who are causing concern may be added to an 'initial support' list on the SEN register. These children do not have a provision plan but are monitored more closely through class interventions and discussed with the SENCo.

Once a child has been identified as having SEN, the class teacher will invite parents to a meeting to:

- Formally let them know that their child is being placed at SENS
- 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. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to a meeting at least 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.

Moving to an EHCP (Educational Health Care Plan)

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. Generally, we apply for an EHC plan if:

- The child is looked after and therefore additionally vulnerable
- The child has a disability which is lifelong and which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg. of ADHD, ADD, ASD or dyslexia) does not mean the child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting.

Children with social, emotional and mental health needs

Behaviour is not classed as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (eg. bereavement, parental separation) we may complete a CAF with the family and support the child through that process.

If parents and school are concerned the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to in accordance with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Transition

Edleston Primary School aim to ensure a smooth transition into Foundation Stage, and from Year 6 to High School. The SENCO meets with Nursery staff and the High School SENCOs in the summer term to discuss pupils entering and leaving school.

Resourcing

When budgeting for SEN, the School considers staffing and resources to meet individual needs.

It also accesses support from external agencies within the Local Authority;
Speech and Language Therapy
Cheshire East Autism Team (CEAT)
Community Paediatrician

Educational Psychology Service
Counselling
Occupational Therapy
Child and Adolescent Mental Health Service (CAMHS)
SEN Network

Staff Development and Training

All staff are involved in training. This is planned in accordance with pupil need and staff development.

The SENCO

The responsibilities of the SENCO are;

- Managing the day to day operation of the SEND policy
- Coordinating provision for SEN pupils
- Liaising with and supporting colleagues
- Overseeing records of all pupils with SEN
- Liaising with parents of pupils with SEN
- Contributing to staff training
- Completing documentation required by Outside Agencies and the Local Authority
- Liaising with colleagues in local schools regarding transition
- Supporting colleagues in writing SFPs
- Liaising with support staff
- Attending reviews meetings
- Ensuring that staff are aware of current SEN issues, publications and local developments

The Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. They report annually to parents with regard to the school's SEN policy.

For more detailed information please read the local offer and the SEN information report [both are available on the school website or from the school office].