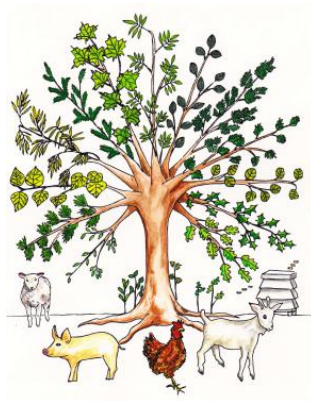


Edwalton Primary School

Special Educational Needs and Disabilities Policy



SENDCo: Alice Jackson and SEN support TA: Trish Gilbert
Governor with responsibility for SEND: Emily Talbot
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Definitions of special educational needs (SEN) 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 mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The latest Code of Practice came into practice from the 1st January 2015. More information about the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/children-with-special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

<http://vimeo.com/106171511>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The local offer for Edwalton Primary is available on

<https://search3.openobjects.com/kb5/nottinghamshire/directory/service.page?id=VHZvbNjHv4k&localoffer> and a copy is on the school website called SEN

Mission statement

- We actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our Equal Opportunities Policy, Race Equality Policy and Behaviour Policy
- Children with special needs have a right to a broad and balanced curriculum and to be educated alongside others in accordance as in DfES Special Educational Needs Code of Practice 2015
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability. We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy environment. Where possible we involve children in evaluating their progress and setting new targets
- The feelings and opinions of children are important and valued
- Parents/carers have a vital role in supporting their child's learning and we aim to develop a partnership between home and school.

Objectives

- **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 SEN. Continuous monitoring of those pupils with SEND by their teachers and regular progress meetings 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 SENDCo and the class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for
- **Work with parents** We encourage parents to share their unique knowledge of their child with the class teacher and work with the teacher to contribute to their child's SEND Support Plan/ review meetings. We hold 'SENDCo surgeries' where parents can book an appointment to discuss concerns with the SENDCo / SEN support staff
- **Work with and in support of outside agencies** when the pupils' needs mean support services are involved. This includes SIS (SEND Inclusion Service), Speech and Language Therapy, Occupational Therapy, Physiotherapy, behaviour support (RBP) and CAHMS. The Educational Psychology Service offer support and advice to school through a process called 'Springboard.'

Arrangements for coordinating SEN provision

- The person responsible for overseeing the provision for children and co-ordinating the day to day provision of education for pupils with SEND is the SENDCo Miss Alice Jackson (send@edwalton.notts.sch.uk) with Mrs Trish Gilbert as Asst SENDCo being available for SENDCo support when Miss Jackson is not on site.

SEND provision is a whole school responsibility:

Headteacher:

- Have regard to the Special Educational Needs and Disabilities (SEND) Code of Practice in school planning
- Create an inclusive whole school environment
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff
- Monitor data analysis and report to governors.

Governors:

- Determine school's general policy
- Appoint the 'person responsible' for Special Needs (SENDCo)
- Have regard to the Code of Practice in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensure that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included.

SENDCo

- Ensure a consistent whole school approach to special needs
- Have an overview of the performance of SEND children (both attainment and progress)
- Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated and stored securely in their individual files (paper) scanned to scholarpack (electronic)
- Maintain the upkeep of an appropriate special educational needs register and review when necessary (updated & shared with staff at least termly)
- Seek advice and support and liaise with outside agencies and with other SENDCos
- Monitor the impact of intervention strategies and act upon the findings
- Monitor Quality 1st Teaching throughout school through learning walks / book looks
- Chair formal 'review meetings' twice a year for children on SEND support
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Write Higher Level Need and Additional Family Need bids when appropriate and attend Family moderation meetings
- Support transfer for those children entering Foundation Stage from Nursery who are on the SEND register, or have identified additional needs, in liaison with FS staff

- Complete transfer for those children at the end of Year 6 who are on the SEND register, in liaison with Y6 staff. Liaise with SENDCOs at new/secondary schools
- Ensure effective transition between class teachers for SEND children moving year groups/class teachers. Share SEND support plans and signpost teachers to support documents on scholarpack.
- Monitor the use of, maintain and develop SEND resources
- Liaise with parents and other agencies at formal and informal meetings
- With the Head teacher, coordinate the support of external agencies
- Contribute to the in-service training of staff
- Ensure parents are made aware of the Department of Children and Young People's Services (DCFS) published materials concerning special educational needs
- Organise a timetable of Teaching Assistant (TA) support and work out costing. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies
- Monitor the effectiveness of Teaching Assistants and provide support and CPD opportunities.

Class Teachers:

- Take responsibility for the needs of all their children, including those with SEND. Teachers must have a knowledge of all specific needs, interventions that are in place and the impact of these
- Ensure planning is fully inclusive and includes "additional to and different from" for SEND. Planning must meet the needs of the children with SEND providing scaffolding and support
- Support TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Work alongside SENDCO, TAs, parents and children to write appropriate SEND support plans (SSPs)
- Meet termly with the Headteacher, and also as a year group team including TAs, to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Evaluate the impact of interventions half termly, or upon reaching the end of a 'block' ie 10 weeks
- Complete notes for and be involved in review meetings with families and the SENDCO
- Implement in-class support and differentiate teaching
- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum in an inclusive way to meet the needs of the SEND children, through additional to and different from resources / support and scaffolding
- Ensure support staff understand how to deliver planning for SEND children in advance of the lesson
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- Where appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs
- Liaise with the new class teacher (either within school or if move school) regarding additional needs and effectively share strategies and documents
- Implement strategies to ensure classrooms are dyslexia-friendly and inclusive, using the Quality 1st teaching document.

Teaching assistants:

- Work with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Be proactive in supporting children with SEND, take ownership/responsibility for learning
- Support children to achieve their targets
- Implement inclusive strategies ie for dyslexia / ADHD / autism / speech and language needs
- Implement interventions, monitor their impact and feedback to the class teacher

- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
- Work alongside SENDCo and class teacher to make sure all children's needs are met; including physical and care needs

Other staff in school.

- It is the responsibility of all staff in school to make sure all children feel included. All staff should be aware of the school's aims and help to create a positive, inclusive learning environment for all

Admission and transition

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

In any transition either between schools or classes, the following information is shared:

- Special Educational Needs Support Plans / passports (SSP's)
- Progress data / intervention data
- Information from outside agencies ie Speech and Language recommendations/ OT exercises
- Evidence collected to gain additional funding
- Any relevant information on the emotional well-being of children
- Provisions that have been made in school to give support
- Review notes
- Some children may have individual pen portraits/passports explaining their needs in more child friendly language.

Specialist SEN provision

We have several members of staff who have training in SEN provision and support; this is constantly reviewed and CPD is tailored to include training to meet the needs of individual children we have on roll.

Facilities for pupils with SEN

Provision includes:

Physical Environment

The main school building is accessible by wheelchair as it is all on one level. The doors within main school are wide enough to accommodate wheelchairs and there is an accessible toilet and shower in the main school building.

The school also has external classrooms of which the two double mobiles have ramp access and one has a specific accessible toilet. The steps leading to the current year 3 classroom have handrails; yellow paint identifies the edge of steps and pillars around the whole school for children with a visual impairment.

Assistive technology

In school, we use technology to support the children in a variety of ways. We have specific software for the laptops and apps for the iPads to support children with different needs. We use computer-based interventions to support the children with dyslexic tendencies.

Curriculum access

Strategies to support children with SEND to access the curriculum include:

- Differentiated planning/ scaffolded learning and additional resources
- Preparing children before lessons (pre-teaching)
- Using technology and other supporting resources

- Adult support
- Specific interventions

For KS2 SATS Children may also receive access arrangements such as 25% extra time and/or an adult reader or scribe if they meet the criteria as set out in the KS2 Access Arrangements.

The school has a range of specialist SEND facilities in place. These are:

- A well-equipped, accessible toilet
- Specialist/adapted furniture
- Software for the computers and apps for the I-pads.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget to access additional support. Some pupils with SEND may access additional funding. This additional funding is from a budget, which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools).

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Annabel Holmes is Family SENDCo for the Rushcliffe Family.

The Rushcliffe Family of schools includes: -

Rushcliffe Spencer secondary school and all the feeder primaries: Abbey Road Primary School, Edwalton Primary School , James Peacock Infant and Nursery School , Rosecliffe Spencer Primary School, Lady Bay Primary School, Pierrepont Gamston Primary School and St Peter's Junior School.

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate the needs of most complex children within the family of schools who may need additional support which may be used to fund resources such as technology or additional TA support (1:1). We review the family allocations annually.

A graduated approach:

Inclusive 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 or with specific diagnosed needs will be monitored. Some of the strategies we use to assess include:

Foundation Stage entry profile assessment; Teacher and Teaching Assistant observations and assessments; Medical reports ; Outside agencies e.g. Speech Therapist, educational psychologist ; Pre-school liaison e.g. local Nursery and Playgroups ; tracking if a child is on track to meet Age Related Expectations (ARE); B Squared; In house dyslexia tendencies screening using GL online Dyslexia Test.

Once a pupil has been identified as having additional needs they will be closely monitored by class teacher, TA and consultation with the SENDCo to assess their learning and identify barriers to learning. 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 SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

SEND Support

Where it is determined that a pupil does have a SEND and will require significant bespoke and personalised provision beyond standard quality 1st teaching practice; parents will be formally advised of this and the pupil will be added to the school 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, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Edwalton Primary use B Squared to assess children working below the national curriculum. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. The SENDCo will provide advice and support.

Plan

Planning will involve consultation between the teacher 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 is vital to reinforce or contribute to progress at home. The SENDCo is available to consult and support as required, particularly for the most complex children.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will provide adapted planning, scaffolding and resources to support individual needs. They will work closely with any specialist staff or TAs to plan and assess the impact of support. The SENDCo may provide advice on the implementation of effective support.

Review

Reviews will be undertaken in line with agreed dates. 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 their parents/carers. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has *lifelong or complex difficulties* they may undergo a Statutory Assessment Process which can be requested by school or parents once a structured conversation has happened with the SENDCo and a checklist has been completed. EHCP assessments 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. In Nottinghamshire it is generally considered to be a step taken if a child's needs are unable to be met in a mainstream school and a specialist school is required. Having an EHCP does not contribute to funding / support in Nottinghamshire.

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

www.nottinghamshire.sendlocaloffer.org.uk

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, if agreed, an EHC Plan will be provided by Nottinghamshire County Council. School, the child's parents and other involved professionals will be involved in developing and producing the plan.
- b. 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.
- c. 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 school staff, parents, the pupil and other professionals involved in the pupil's care. 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.

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 SENDCo, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

The School Complaints Policy is on the school website or available on request from the school office.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Specialist schools and Families services provide training.
- The Rushcliffe Primary SEMH Team has provided training for teaching staff, TAs and on behaviour management and will continue to offer support where necessary.
- The Educational Psychologist and CAMHS also provide training for example on attachment issues.
- Individual staff also attend training to support specific needs.
- School to school support through The Flying High Partnership.

The SENDCo/ SENDCo support TA and head teacher will ensure all TAs and Midday Supervisors re included in CPD where appropriate.

The SENDCo will also attend other relevant SEN courses, Family SEN meetings and facilitate/signpost relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENDCo ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Policy reviewed on 4/09/25 and reviewed annually.

SEN Governor: Emily Talbot