



## Special Educational Needs Policy

At Great Easton, we recognize that our pupils have a variety of different needs and aspirations. Our whole school community is committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated learning opportunities. We aim to:

- ✓ Ensure that all pupils have access to a broad and balanced curriculum
- ✓ Provide a differentiated curriculum appropriate to individual needs and abilities
- ✓ Identify all pupils requiring additional provision as early as possible  in their school career
- ✓ Ensure that pupils with special educational needs and disabilities (SEND) are fully included in all aspects of school life
- ✓ Ensure that parents of pupils with SEND are kept fully informed of their child's  progress and attainment
- ✓ Work In cooperation with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of children with SEND

|  |               |
|--|---------------|
| This policy was reviewed and amended in consultation with school staff in: | October 2016  |
| This policy was ratified by the Governing body in:                         | November 2016 |

### **What are Special Educational Needs and Disabilities?**

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.” (SEND CoP 2014)

### **Who is responsible for the co-ordination of Special Educational Needs and Disabilities?**

Our whole school community is responsible for meeting the needs of children with SEND. We have a SENCo and SEN Governor who lead on the coordination of SEND within our school. Our named SENCo is Kathryn Mayle. She can be contacted at:

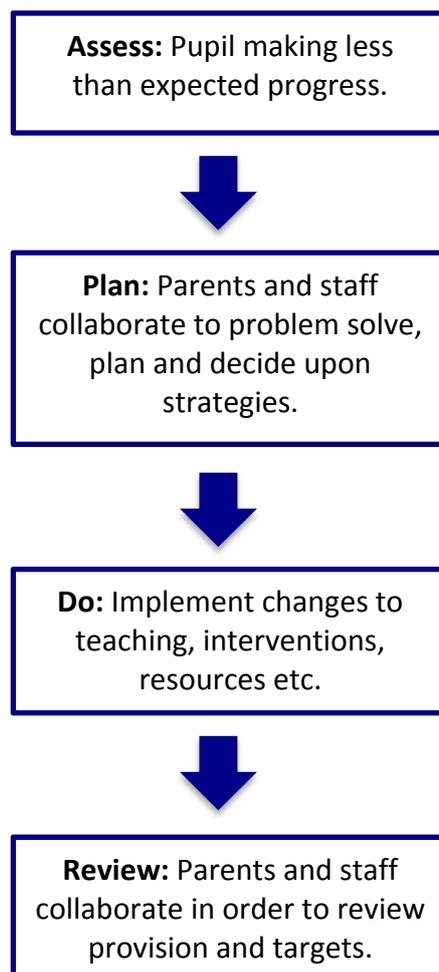
Great Easton CofE Primary School, Snow Hill, Great Easton, Dunmow, Essex, CM6 2DR. Tel: 01371 870219 or Email: [kmayle@greateaston.essex.sch.uk](mailto:kmayle@greateaston.essex.sch.uk)

Our named SEN governor is Mrs Olivia Smith.

The SENCo has weekly meetings with the Head teacher, thus enabling full mutual knowledge and awareness of SEN provision and current priorities within the school.

### **How do we identify when a child has Special Educational Needs?**

Identifying children with SEN is a whole school community responsibility. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, a special educational need. We follow an assess, plan, do, review cycle.



The SEND Code of Practice identifies 4 broad categories of need. They are:

- Communication and interaction
- Social, emotional and mental health difficulties
- Cognition and learning
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Individual pupils often have needs that cut across a number of different areas and may change over time.

When considering whether a child has SEND, various vehicles are utilized. These include:

- Essex Provision Guidance Toolkit
- National curriculum checklists
- Formative termly assessments
- Soft data (observations of behavior, interactions and general mood)
- Attainment records
- Book scrutinies
- Termly review meetings between staff and SENCo
- Staff concerns
- Parental concerns

### **A graduated approach to SEN**

High quality teaching differentiated for individual pupils is the first step in responding to pupils who may have SEND. Teachers discuss with the SENCo pupils whose progress is a cause for concern and an informal '**class concerns**' register is activated. The child is now a point of focus and discussion across the term and their progress is carefully monitored.

Should the child's progress show little signs of improvement despite continued high quality teaching and further differentiation, the teacher and SENCo consider the introduction of additional provision for this child. At this point, the cycle of assess, plan, do review begins and the child is placed on the **SEN support** register.

As part of the review cycle, should a child's progress continue to cause concern, **specialist advice** may be sought. We pride ourselves on effective relationships with the local authorities SENCAN team (Special Educational Needs and Children with Additional Needs) who provide a wide range of specialist teachers for advice and support where needed. We also work closely with health colleagues, the educational psychology service, speech and language therapy and other relevant services as needed.

We endeavor to involve the child and family at each stage of this process. Young people and their parents/carers play a key role in determining provision, assessments and action planning in order to ensure they are at the centre of their plan.

## Communication and monitoring



All pupils with SEND have a 'One Page Profile'. This aims to capture what is important to and important for a child. The profile is created with the child and shared with the family. It also provides an important document for staff members to gain an immediate picture of a child and supports transition discussions.

'One planning' works in a similar way but involves more people. At Great Easton, we use a 'one planning' approach for children where a wider more coordinated approach is required.

One plans are reviewed through termly meetings with all those involved in the child's education, including the child. Targets are set through whole team discussions and using appropriate data, and provision is adapted appropriately. In this way, progress and interventions are closely monitored and updated to provide the best possible outcomes.

### Education, Health and Care Plans

The school will request an EHCP from the LA when, despite an individualized program of sustained intervention within SEN support, the child's progress/attainment remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. □

□ EHCPs are reviewed annually. The SENCo will organize these reviews and invite:

- The child's parent or carer □
- The child, if appropriate □
- The relevant teacher □
- Other relevant staff e.g. Learning Support Assistant □
- Relevant external professionals

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets □
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills □
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it □
- Set new targets for the coming year □

One Plan targets

| Outcome  | Date   |   |
|--|--|---|
|  | How  | Who/When  |
| To have a more positive self-concept                                 | <ul style="list-style-type: none"> <li>○ Small group weekly intervention – self-concept walks!</li> </ul>  | LSA – Autumn term 2<br>Specialist teacher for SEMH (or colleague) and LSA – Spring term 1 |
| To develop O's motivation to do home learning in Maths               | <ul style="list-style-type: none"> <li>○ Use reading log to record O's use of apps at home</li> <li>○ All adults to remind O of target to achieve whole school double maths 'champion'</li> </ul>      | Classroom adults – October 2016<br>Staff & Mum and Dad – Autumn term 2                    |
| Long Term Action Plan to be achieved across the year                 |  |   |
| ○ will have skills to discuss difficulties and accept responsibility | <div style="display: flex; align-items: center;"> <input type="checkbox"/> <div style="margin-left: 10px;"> <input type="text" value="4 (Now)"/> <input type="text" value="6 (Target)"/> </div> </div> | 10  |
| ○ will be more confident to ask for support                          | <div style="display: flex; align-items: center;"> <input type="checkbox"/> <div style="margin-left: 10px;"> <input type="text" value="6 (now)"/> <input type="text" value="9 (T)"/> </div> </div>      | 10  |
| ○ will have a Growth Mindset   | <div style="display: flex; align-items: center;"> <input type="checkbox"/> <div style="margin-left: 10px;"> <input type="text" value="4 (now)"/> <input type="text" value="7 (Target)"/> </div> </div> | 10  |
| Above Scale  |  |   |
| ○=Unable    10= Able & Confident                                     |  |   |

## Provision and interventions

The type of provision or intervention a child receives is entirely dependent on the individual child and their needs. We feel that it is extremely important for children to be involved as much as possible in the learning within the class. However, at times, according to need, a combination of the following strategies and interventions may be in place:

- Differentiated curriculum activities
- Small group teaching
- One-to-one teaching
- Support from a Learning Support Assistant (LSA)
- Mentoring
- Additional physical resources
- Counselling
- Literacy interventions
- Numeracy interventions
- Social skills groups

Each class also has a provision map and interventions timetable. These provide an overview of the interventions and additional provisions in place and enable us to closely monitor their impact. We monitor the impact of SEND provision in a variety of ways including assessments, book scrutinies, regular teacher/SENCo meetings, weekly SENCo/HT meetings, discussions with pupils and families, governor visits, pupil view surveys and classroom observations.



Intervention Groups - Autumn Term 2016

NC Year (s): 4/5      Teacher: Mrs Lawrence      Term: Autumn 1/2 2016

| Intervention  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--------|---------|-----------|----------|--------|
| Handwriting<br>SL (20 mins weekly)                                |        |         |           |          |        |
| Units of Sound<br>HW (3x10 mins weekly)                           |        |         |           |          |        |
| Reading 1:1<br>LW/LS/SC/BB (10 mins per child - more if possible) |        |         |           |          |        |
| Maths catch up<br>SC/LW (20 mins singing session)                 |        |         |           |          |        |
| Social/Friendship<br>SC (as and when needed)                      |        |         |           |          |        |
| Reading Comprehension<br>BB (20 mins weekly)                      |        | 1       |           |          |        |

Mr Smith      Mrs Williams      Mrs Coleman      Mrs Lawrence      Mrs Jones      Mrs Lawrence

## Key SEN roles and responsibilities

The **SENCo** is responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Coordinating provision for pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Liaising with other schools and outside agencies
- Coordinating and supporting transition for pupils with SEND
- Working alongside the HT and Governors to ensure the schools meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.

The **Governing Body** is responsible for:

- Working with the HT and SENCo to ensure the delivery of a high quality education for all pupils

- Working alongside the HT and SENCo to agree the school's SEN policy and provision
- Establishing appropriate staffing and funding arrangements
- Monitoring the success of the SEN policy
- Reporting annually to parents

### **Accessibility**

Great Easton is physically accessible for all people with disabilities. We have ramps at various points of entry and the path running around the outside of the school is wide enough to allow a person in a wheelchair to move smoothly and unimpeded.

The teaching areas are mainly on one level; the exception to this is one classroom which is only accessible internally by 3 steps. However, it also has an external door leading from the playground and general thoroughfare and is equipped with a ramp. We also have a new extension of 2 stories. The upper floor has teaching areas as well as a staff room and is fully accessible by means of a lift. We have a toilet for people who require wheelchairs.

The playground has areas that are slightly raised but are accessible via graduated levels. In order to cater for children with visual impairment we have received and acted upon advice. Yellow and Black hazard tape has been used to mark out edges of steps and also been placed at eyelevel to draw attention to pillars.

We provide heavily lined buff coloured exercise books that not only assist access for Visually Impaired pupils but also assist pupils with Dyslexia. Classrooms are also set up with portable yellow and blue background writing boards. This enables pupils to more easily decipher text.

### **Policy Review**

This policy will be reviewed annually, taking into consideration that the current climate of reform of SEND is constantly under review on both a national as well as a local basis.

### **Arrangements for the treatment of complaints**

Our policy, and that of the Government and Local Authority (Essex County Council) is that parental concerns and complaints should be dealt with locally, that is at school level, wherever possible. This is because we want to build and maintain good relationships and to work alongside families to provide the best possible education. Wherever possible, we prefer to resolve any concerns informally, so as to make the best use of valuable time supporting all the children in our care.

If, therefore, parents have any concerns about their child's education or welfare at the school, they are encouraged in the first instance, to speak to the child's class teacher, or contact the school office to arrange an appointment to discuss their concerns. From time to time situations may arise where parents feel they must state their concern more formally. The procedures set out in our complaints policy document explain how we handle such cases. The school website holds details of our complaints policy.