

Eccleston Mere Primary School

SEND Policy



Approved by: Headteacher / Governing Body
(signed electronically)

Last reviewed on: January 2021

Next review date: January 2022

AWARDS AND RECOGNITION

“The school takes very good care of those pupils who have SEN and/ or disabilities”

Ofsted 2017 recognised that children who are vulnerable and / or have a Special Educational Need are well-supported.

Ofsted 2017

“The SENCo has strong working relationships with staff, pupils, parents, carers and other professionals. This helps everyone play a part to put in place detailed support plans for each pupil with SEND”

Ofsted 2021 recognised that leaders keep a keen eye on the progress of all pupils, including vulnerable pupils and pupils with SEND. They also documented that support is given to ensure that staff are doing all they can to meet pupils’ needs. This includes training staff to support pupils emotionally, as well as academically.

Ofsted 2021

POLICY STATEMENT FOR ADDITIONAL EDUCATIONAL NEEDS AND DISABILITY

CHILDREN WITH ADDITIONAL NEEDS AND DISABILITIES

“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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **Has a significantly greater difficulty in learning than the majority of, others the same ages, 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 or mainstream post- 16 institutions (Children and Families Act 2014).**

Nationally approximately 15.5% of pupils may have some Special Educational Needs or disability at one time.

For the greater majority their special needs will be met in school. Only in a smaller minority of cases (around 2% of children), will the Special Educational Need or disability be of a severity or complexity, which requires the LEA to arrange the SEN provision through the statementing process.

At Eccleston Mere we have acknowledged the need for Additional Needs provision within school. All teachers recognise their responsibility in identifying and in making appropriate provision for children in their care. Other resources (classroom assistants, helping adults, therapists etc.) are used frequently and sensitively to allow necessary adjustments to be made to meet our policy, drawn up with the co-operation with all the staff.

VISION STATEMENT AND INTENT

“All pupils share the right to a broad and balanced curriculum”

Our primary aim is to ensure that children with additional needs and disability develop and learn successfully by working alongside other children. In this way, the quality of education for all our children is enhanced and their needs met. Within this school, the focus will be on meeting the needs of each child and ensuring that they have access to all areas of the curriculum. This might require modification to the curriculum.

The environment of the classroom and the school as a whole will influence the extent to which schemes of work can be successfully brought together to meet each pupil's needs. We feel our school provides an atmosphere of encouragement and an environment that is both stimulating and supportive where every child is a valued member of the community.

The specific objectives of our Additional Needs Policy are as follows:

- To identify pupils with Additional Educational Needs and to ensure that their needs are met.
- To ensure that children with Additional Educational Needs and disability join in with all the activities in the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are fully informed of their child's special needs and provision that is provided.

- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.
- To promote inclusive practice and the sharing of this good practice.
- To promote an innovative approach to Special Educational Needs and disability.
- To ensure that there is effective communication between parents and school.
- To ensure that children are fully included and access a broad and balanced learning curriculum that is specific to their individual needs.

ROLES AND RESPONSIBILITIES

The school has a named Special Needs Co-ordinator (SENCo), Mrs Amanda Noblett and a member of the Governing Body who takes a special interest in additional needs provision, Mrs Victoria Atherton. The Governing Body, as a whole is responsible for making provision for pupils with additional needs and disability.

Provision for pupils with additional needs is a matter for all the school staff. In addition to the Governing Body, the Head Teacher and the SENCO, all other members of staff have important day-to-day responsibilities.

At Eccleston Mere, all staff are involved in the development of the school's additional needs policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with additional needs and disabilities.

THE ROLE OF THE GOVERNING BODY

The Governing Body, in cooperation with the Head Teacher, determines the school's general policy and approach to provision for children with additional needs and disability. They have established the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. They have appointed a committee to take a special interest in the school's work on behalf of children with additional needs and disability. They must report annually to parents on their policy for additional needs.

ADMISSION ARRANGEMENTS

Admission arrangements to Eccleston Mere are as indicated in the prospectus.

Parents who have a child who has an additional need and are considering Eccleston Mere as a suitable school, should refer to 'Local Offer' as presented on the school's and LEA website. This outlines clearly provision for children with an additional need at Eccleston Mere.

Parents approaching school regarding the admission of a child with additional needs or having a disability will be provided with the required information and given the opportunity to look around school.

Eccleston Mere will make every effort to meet the needs of any child whatever their Special Educational requirements.

INTEGRATION OF CHILDREN WITH ADDITIONAL NEEDS AND DISABILITY

Our school policies offer a detailed and structured learning progression and are designed to cater for pupils of all abilities. We aim to give support to children with additional educational needs within the classroom situation. As far as possible we hope to be able to identify and cater for the needs of those children ourselves. It is our intention to provide access for all pupils with additional educational needs to a balanced, broadly based curriculum including the National Curriculum.

Good classroom organisation for effective learning will include:

- 1) Quality first teaching.
- 2) Flexible grouping of pupils
- 3) Co-operative learning among pupils.
- 4) Effective use of support from, learning support assistants, therapists and outside agencies.
- 5) Highly differentiated activities.
- 6) The implementation of a range of teaching strategies.
- 7) Access to a bespoke curriculum where children are working below age related expectations.
- 8) Multi-sensory approaches to learning.
- 9) Use of the 'preparation for adulthood' toolkit.
- 10) Access to a creative curriculum e.g.: baking, sensory science, sensory play and living language.

The way the curriculum is modified and presented, the rate of progress through the curriculum and the manner in which the pupil responds will need to be adjusted on an individual basis to allow children with additional needs or disability to be fully integrated within the school.

SPECIALIST TEACHING

At Eccleston Mere all staff are considered to be teachers of children with an additional need. The school does not have any specialist teaching units but does have a wealth of experience in teaching children who have specific and complex additional needs. The following list is not exhaustive, but outlines some of the children that staff have worked with over a period of years.

- 1) Children whose first language is not English.
- 2) Children with Downs Syndrome, William's Syndrome, Autism and ADHD.
- 3) Children with receptive language difficulties.
- 4) Children with reading difficulties.
- 5) Children with physical difficulties.
- 6) Children with hearing difficulties.
- 7) Children with global delay.

8) Medically sick children.

NURSERY

Within St Helens Education Authority, it is policy to give priority nursery places to children with additional needs and disabilities.

The nursery is staffed by a full-time teacher and a level 3 teaching assistant. Additional staff have been placed in the nursery as and when needed. Within the nursery setting the children are observed and their needs assessed. This early knowledge of children with additional needs and disabilities has enabled provision to be put in place at the earliest opportunity.

Early identification of children with additional needs is very important. Staff at Eccleston Mere are highly effective in recognising any difficulties a child may be experiencing. There are regular discussions between the SENCO and staff and formal meetings are held during each term, where concerns regarding children are raised and the progress of others discussed. All children have vision and hearing tests during their foundation year and their parents will have the opportunity to talk to the school nurse about any health concerns.

THE CODE OF PRACTICE FOR THE IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

The code sets out a Graduated Response for the identification of children that may have Special Educational Needs. Early identification is important, as is close co-operation between school and parents.

In September 2014 the government replaced two SEN categories of School Action and School Action Plus with a new single category called '**additional SEN support**'. This is a more simplified, rigorous approach which will focus the system on the impact of the support provided to the individual child.

All children and young people from age 0-25, who have significant special educational needs can undergo an Education Health and Care (EHC) Assessment (parents can request this). This can lead to an 'EHC plan'.

As a school we will continue to identify need and ensure provision is in place.

Early identification of children that may have Special Educational Needs is important, as is close co-operation between school and parents.

- Raising a concern is the initial stage of this process. When a teacher observes that a child is not responding as expected or is having increasing difficulties in learning or behaviour, the teacher will seek advice from the SENCo and try alternative strategies in the classroom to resolve the problem.

- At this stage, a child will be placed on our 'Monitoring Register' in consultation with parents.
- The teacher, SENCo and parents will discuss the strategies that have already been tried and together they will judge the progress that ought to have been made and whether there are any other factors, which may be affecting the child. The parents may be able to help support the school in helping their child. If teachers and parents agree that interventions which are additional or different from the school's differentiated curriculum and other strategies are needed, this triggers additional SEN support as follows.

Information needs to be collected from

- The class teacher
- The SENCo
- Any professional working with the child in health or social services, with the parents' agreement
- The parents

The SENCo may also

- Carry out any further assessments needed
- Plan future support with the class teacher
- Monitor and review any action taken

The class teacher can

- Plan and deliver an individualised programme
- Work with the child on a daily basis

The SENCo and/or the teacher should

- Consult with parents about the plan
- Inform the parents about progress

Other school action might include:

- different learning materials
- special equipment
- individual or group support
- staff development in the use of alternative strategies
- adult time to plan interventions and/ or monitor progress

An individualised Student Support Plan (SSP) will include around 4 short term targets for each child. It will list strategies, provision and review dates.

The Student Support Plan (SSP) should record details that are additional to and different from the differentiated plan for the class. The Student Support Plan (SSP) should be discussed with parents and child.

If the child continues to make little or no progress in learning or behaviour, the school will need to seek help from outside agencies.

The interventions already implemented will need to be reviewed with some or all of these people

- the class teacher and learning support assistant (LSA)
- the support teacher
- health or social service professionals

- the English and Mathematics co-ordinators

They will consider the strategies tried, the targets set and any progress that has been made.

A new Student Support Plan (SSP) should be written to include new targets, new strategies and any specialist assessments needed from those already involved with the child, or from other specialist, such as Educational Psychologists. The agreement of the parents must be obtained before doing this.

Any further advice that is sought must be recorded, together with the results of the advice and the interventions taken. The parents and child should be involved in the drawing up of the Student Support Plan (SSP).

The class teacher is responsible for carrying out the interventions set out in the Student Support Plan (SSP). If the strategies employed do not result in an improvement in the child's learning, then further advice will be sought.

S.E.N. PANEL

School has, made representation to the Provision Agreement Panel for additional funding to support children with Special Educational Needs and disability. For those children who receive top-up funding an Annual Review of provision will be made and documentation submitted to panel.

Computing

Pupils with Special Needs benefit from using I.C.T. as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise I.C.T. should be maximised. Software packages are used to develop literacy and numeracy skills and school has recently purchased a set of iPads. Apps are to be purchased which are beneficial to children with learning difficulties.

CHILDREN WHO ACCESS A DIFFERENTIATED CURRICULUM HAVE AN INDIVIDUAL TIMETABLE

Timetabling is effective and ensures that all children with Special Educational Needs and disability receive individualised support throughout the school day as appropriate. This might be

- One to one support
- Small group support
- In class support
- Sensory support
- Life skills sessions
- Social groups
- Work with therapists/ Outside agencies
- I.C.T. Support
- Living Language
- Cooking groups

- Sensory Science groups
- Social groups

TARGET SETTING, TRACKING AND TESTING

The following are used to assess and track children with Special Needs and disabilities

- a) Termly teacher assessments in all curriculum areas.
- b) Targets from the child's Student Support Plan (SSP)
- c) SATS / NFER tests
- d) Phonics Screening Check
- e) Next steps from pieces of class work
- f) Psychological testing
- g) Profiling
- h) Portage

The SENCO and the Head Teacher hold regular meetings to discuss the progress of these children and their assessment results are tracked and monitored very closely.

SPECIAL NEEDS PLANNING AND ADMINISTRATION

Half termly additional needs meetings take place involving class / year group teams. These meetings are used to:

- a) plan and write Student Support Plans (SSP)
- b) assess and evaluate Individual Education Plans
- c) discuss particular problems
- d) plan, teach and develop resources
- e) identify and discuss children causing concerns.
- f) Create provision mapping and review.

SENCO / Headteacher planning meetings take place regularly to discuss progress and identify particular problems.

At Eccleston Mere administrative support is provided for the SENCo each week. Mrs. Lees provides this support and undertakes the following tasks :

- a) taking minutes and typing of reviews and reports
- b) filing of confidential documents
- c) contacting agencies
- d) support for SENCo/ Head Teacher

e) liaison with parents

The role of SENCO:

- Day to day operation of the school's Additional Needs Policy.
- Co-ordination of provision for children on the Code of Practice.
- Support advice and encouragement to staff.
- Student Support Plan (SSP) administration and guidance to all.
- Liaison with school's inclusion officer and other agencies.
- Chairing of review meetings.
- Organisation of paperwork to be submitted to the LA.
- Liaison and support to parents.

WAYS IN WHICH THE CURRICULUM MAY BE MODIFIED TO MEET PARTICULAR NEEDS

- progression broken down into small achievable steps
- emphasis on oral responses
- reducing the amount of writing required
- to show understanding by providing a worksheet where mapping or matching activities suffice
- asking a child to demonstrate a process
- the use of a word processor or amanuensis
- emphasis on practical work in mathematics and science
- responses appropriate to the child
- planning and consultation well ahead of delivery
- innovative responses to meet particularly complex needs

We must ensure that learning is mastered and maintained. Many of our children will require constant repetition.

Comprehensive programmes are in place to meet the needs of individual children. Significant adjustments are made for all our children with additional needs and disability.

Examples of individual programmes include:

- Living Language
- Beat it!
- INSYNC
- Seedlings and Sunflowers sensory programme
- SEN toolkit
- Speech and Language
- Occupational therapy programme
- Salley programme
- RM Easimaths

SUCCESS CRITERIA AND MONITORING

The success of the Special Needs Policy in school will be judged by the following procedures.

- Monitoring by Headteacher and Additional Needs Co-ordinator. Each half term the work produced by the children is monitored to ensure targets are being met.
- Regular review of Additional Needs Action Plan, which is produced annually and kept by the Headteacher and forms part of the school's plan.
- Regular discussions between Additional Needs Co-ordinator and individual class teachers and support teachers/assistants.
- Regular informal and formal discussions with parents.

TRAINING AND DEVELOPMENT

Additional Needs training is an important part of each year. It is our policy at Eccleston Mere to encourage all staff to develop specialist skills in additional needs and disability. Recent training includes

- Asthma and epilepsy training
- First Aid training including C.P.R. for babies and infants.
- Team Teach Training
- EpiPen Training
- Seedlings and sensory diet Training
- Dyslexia Training
- Mental Health champions training
- SALT training
- Multi-sensory teaching training
- DESTY mentorship programme for emotional literacy and resilience training
- Enhance ASD training

The identification of training needs takes place during the assessment and performance management program.

FACILITIES AT ECCLESTON MERE

a) Sensory Room

This room is used by many children in the school and is of particular benefit to those children with complex needs such as autism. Resources within the room are used sympathetically to meet individual needs. Resources include a projector, bubble tubes, fibre optics, sky ceiling and sensory boxes.

b) Woodland Area

A mature woodland area allows the children to explore using their different senses. It is often used throughout the school year to enhance experimental learning. Examples of activities include tent-building, campfire, cooking and mini-beast hunting.

c) Lift

There is a lift in the school building that enables access to the upper floor.

d) Changing Room

A disabled changing room is located on the upper floor of the school.

Other facilities include: a designated room for music, a dance and drama studio and large school grounds.

e) Outdoor Play area

Which includes wooden play equipment, small wheeled toys, water play, roleplay, construction and sensory play.

EXTERNAL AGENCIES

The following agencies and individuals are regularly involved with children and staff at Eccleston Mere

- School Psychology Service
- Educational Audiology Service
- Speech Therapy Service
- Occupational Therapy
- Physiotherapy
- School Nurse Service
- Community Paediatrician
- Social Workers
- Learning Support Service
- Behaviour Improvement Team
- PACE
- CAMHS
- NSPCC
- Barnados
- Epilepsy Team
- Young carers

OTHER LINKS

We also have links with the following agencies :

- Social Services – Child Protection Unit (St. Helens, Lancashire and Liverpool)
- Child/Adolescent Psychiatry Team (CAP)

- Knowsley and St. Helens Health Promotion Unit
- Knowsley and St. Helens Health – Community Health Department,
- Specialist nursing services
- Sure Start
- CAMHS
- Young Carers
- LASCs

PARENTS AS PARTNERS

At Eccleston Mere we recognise that parents play a key role in the growth and development of their children. With this in mind we try to ensure full co-operation between school and parents so that all are aiming for the same goal – that of enabling the child to reach his/her full potential. Whilst parents are very welcome to chat to class teachers about their child's progress, more formal meetings are arranged each half-term where parents can discuss at length, the provision of I.E.P.'s and the impact of these plans on their child's learning.

REVIEW PROCEDURES

When a child has an EHCP, a formal annual review takes place involving the SENCO, parents, class teacher and Learning Support Assistants. Sometimes the Educational Psychologist, Speech Therapist, Secondary School Representative, LEA representative, therapists may attend.

All parents are informed in writing of the date and time of the review meeting approximately one month beforehand. A report is then provided for the LEA.

When children are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCo or Head Teacher will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

Children receiving additional funding have progress is reviewed each half term with the class teacher parents as necessary. Parents are fully informed about the education that their child is receiving and how provision for this is being made.

COMPLAINTS PROCEDURE

Any parent who has any concerns about any aspect of their child's additional needs provision, should first approach the class teacher who will be happy to discuss the work that is taking place.

If clarification is needed, the SENCO will discuss the matter further. Mr Mugan the Head teacher, or the additional needs governor, may also be approached if the situation remains unresolved.

This policy was updated Spring Term 2021.