



**George Eliot**

Primary School

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**Special Educational Needs &  
Disability Policy**

Reviewed by: Fran Taubman

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Review due: November 2018

## **Introduction**

This policy outlines George Eliot Primary School's Special Education Needs (SEN) Policy. This policy has been developed in accordance with the September 2014 Special Educational Needs and Disabilities Code of Practice. The policy describes how George Eliot Primary School will respond to the requirements of the Code in order to most effectively meet children's special educational needs, allow for a focus on inclusive practice and remove barriers to learning. This policy is reviewed on an annual basis or as circumstances require.

'All children and young people are entitled to an education that enables them to make progress so that they can: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further education or training' (Code Of Practice 6.1).

At George Eliot Primary School we will do everything we can to meet every child's needs, regardless of their educational needs

## **Aims and objectives**

- All teachers are teachers of pupils with SEND and the teaching should encompass quality first teaching and planning.
- All members of staff have high aspirations and expectations for children with SEND.
- Children with SEND develop confidence and recognise value in their own contributions to their learning.
- Children and parents express their views and are involved in setting and evaluating personal learning goals and outcomes.
- The school will inform parents when it is making special education provision for a child and when it wishes to consult other agencies offering support.
- Parents are informed of their child's special needs and are given all information, advice and support when assessments and decisions on special provision are occurring.
- SEND training needs are identified and provided for teachers and support staff in order to develop expertise.
- Appropriate access arrangements means all children participate as fully as possible in all school activities.

## **Defining Special Educational Needs**

'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 significant greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally for others of the same age in mainstream schools
- Is under compulsory school age and has special educational needs (if he or she is likely to fall within the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them)'. (Code Of Practice: 15)

## **The 4 areas of Special Need as identified by the Code of Practice**

### **Communication and interaction**

- Speech and language difficulties
- Difficulty with social rules of communication
- Autism

### **Cognition and learning**

- Learning difficulties where children learn at a slower pace than their peers
- Including moderate learning difficulties (MLD), severe learning difficulties (SLD), Specific learning difficulties e.g. dyslexia

### **Social, emotional and mental health difficulties**

- Withdrawn or isolated, challenging, disruptive or disturbing behaviours which may reflect underlying mental health difficulties
- Disorders such as ADHD (attention deficit hyperactive disorder), attachment disorders

### **Sensory and/or physical needs**

- Children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Vision impairment, hearing impairment or multisensory impairment

Children may have needs that cut across two or more of these areas.

## Identification, assessment and supportive arrangements

The school will regularly assess the progress and attainment of children including attainment on entry to school. This will identify pupils making less than expected progress that:

- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

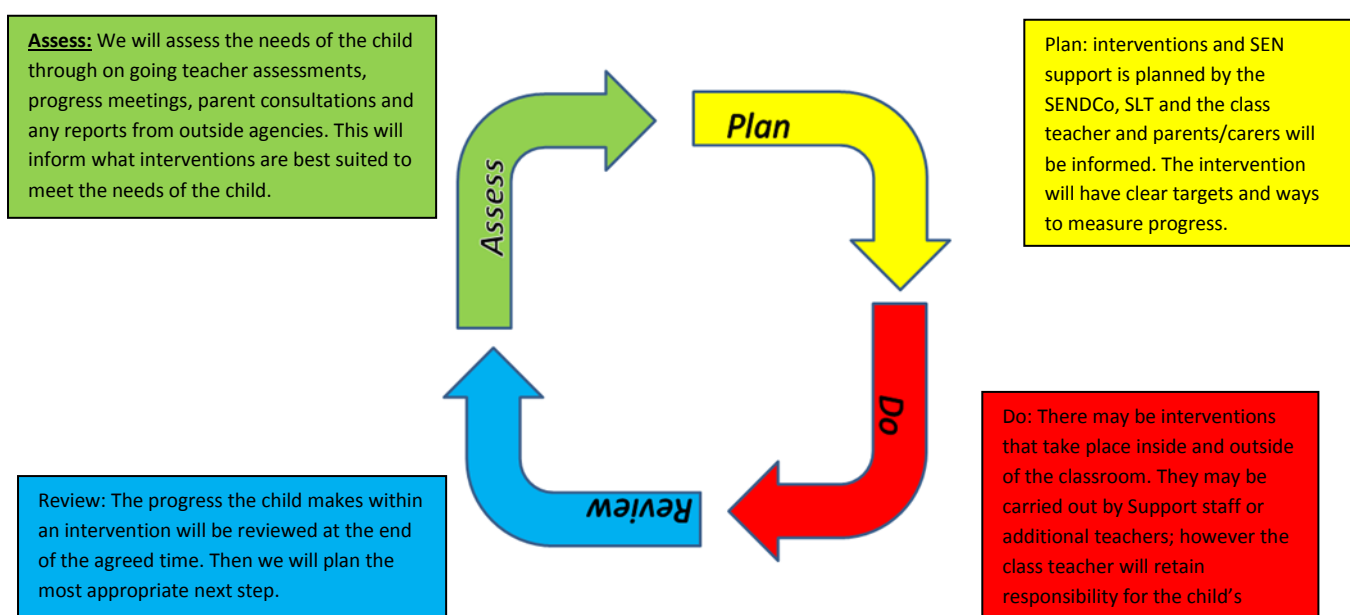
Slow progress may be an indication of learning difficulties. This also includes progress in other areas such as, wider development of social and emotional needs.

Evidence and information is gathered through; progress data, observations of behaviour, conversations with the class teacher, the parents' views, the child's views and the views of any other professionals who work with the child, including outside agencies.

Where staff feel a child has special educational needs, parents will be notified and further support and strategies will be implemented. Early identification is key to insuring children achieve well and meet desired outcomes.

## SEN support

SEN support is a four-part cycle and this is used to gain a deep understanding of the child's needs and what support is effective in achieving good outcomes for the child.



## **Involving parents and children**

At George Eliot Primary School, we believe that a close working relationship with parents and carers is vital in order to ensure that we have as full knowledge of the whole pupil as possible in order to set appropriate outcomes and plan effective support. We believe that where parents are fully engaged in the process of supporting a child's special educational needs, children flourish. It is essential that parents attend parent consultations and arrange meetings with the class teacher and SENDCo to discuss their child's special educational needs. Parents have a huge part to play and we will always be available to discuss strategies for home support, as well as discuss and agree aspirations for children. Children's views are highly valued and we use a range of strategies to gain their views.

## **Outside Agencies**

Some children require more specialised support. At this stage the class teacher, in consultation with the SENDCo may decide that adequate progress has not been made and that the advice of outside agencies would be beneficial. The Educational Psychologist, Speech Therapist, Behaviour Support Team, Occupational Health or other professionals may be consulted at this point, and advice and guidance sought. Multi-agency working is essential to ensuring best possible outcomes for pupils. Where possible, outcome targets are always set in consultation with specialist professionals.

## **Personal Profiles and Passports**

Children with SEN will have a Personal Profile or Passport which details:

- Strengths are areas the child finds challenging
- Things I need help
- What people can do in school to help me
- People who work with me

The SENDCo and class teacher, in consultation with the parent/carer will write this personal profile together which outlines the interventions and support that the child is getting in school.

## **SMART targets**

In addition to the Personal Profile children with SEND have 4 SMART (Specific, Measurable, Attainable, Realistic and Timely) targets that they are focusing on per term. These targets are made by the class teacher in consultation with the SENDCo. The targets are reviewed regularly and discussed with the parent/carer and termly consultation meetings.

The Personal Profile and SMART targets will be reviewed each term, and the outcomes recorded. If a child has made significant progress the special educational provision can be ceased through joint agreement at a review meeting with the SENDCo.

## **Education Health Care Plans / Statements**

Children with severe difficulties may qualify for an Educational Health Care Plan (EHCP). If, despite all actions and support being implemented the child has not made the expected progress, an Education Health Care Plan (EHCP) may be sought.

EHCP's require an application to the Local Authority for further support and funding. Details of the child's progress and specific needs are submitted, outlining how the child has been supported at school level and what the impact has been. The case is then reviewed at the Special Needs Panel and, if successful, an EHCP will be awarded.

The EHCP will include: the views and aspirations of the child and their parents, details of the child's needs, the outcomes and what provision is required. The SENDCo will organise staffing and resources to support the implementation of the EHCP recommendations in consultation with the Head Teacher and the class teacher. These will be reviewed annually and details sent to the Local Authority. If a child has a statement (applications made before September 2014) these will remain in place until they are transferred over to an EHCP. This will occur within three years (from September 2014).

## **Contingency / Interim Funding Short term:**

Contingency funding is available in some circumstances for periods up to one year. This needs to be applied for through the Local Authority.

## **Roles and Responsibilities**

### **Head teacher**

- The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head teacher and the Governing Body will delegate the day to day implementation of this policy to the SENDCo
- The Head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system
  - Maintenance and analysis of a whole-school provision map for vulnerable learners;
  - Pupil progress meetings;
  - Regular meetings with the SENDCo
  - Discussions and consultations with pupils and parents/carers

### **SEND Coordinator**

The SEN Coordinator ("SENDCo") is responsible for implementing the SEND policy in the school. Their key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy.

- Advising and supporting teaching and non-teaching staff in meeting the needs of the children with SEND.
- Communicating to all staff the procedures for identifying and supporting children with SEND and advising on the graduated approach to providing SEND support.
- Working with the class teacher and the support staff to set outcome targets.
- Organising and supporting all SEND review meetings to discuss children with continuing concerns.
- Liaising with other professionals and outside agencies.
- Meeting with parents/carers to discuss concerns and any plan of action.
- Supporting colleagues to complete any relevant documentation.
- Running staff meetings and INSET on SEND
- Maintaining the school's SEND register and overseeing the records on all the pupils with SEND.
- Co-ordinating all provision for children with SEND and completing the provision map and timetables.
- Rigorously monitoring the effectiveness of provision and interventions.

### **Teaching Staff**

All staff should be aware of the contents of this policy and the school procedure for identifying, assessing and making provision for pupils with SEND. They are responsible for setting outcome targets, reviewing and amending targets (in consultation with appropriate staff where necessary). They are also responsible for contributing to any consultation with outside agencies, SLT or the SENDCo for any children in their class and acting on any advice given. High quality teaching and differentiation within class is crucial to ensuring all children can access the curriculum. Lessons are regularly monitored to ensure that this is consistent and highly effective.

They are responsible for keeping SEND records on all children with SEND in their class, and this should include any record of meeting with parents/carers, or outside agencies and the dates.

### **Support staff**

Support Staff will be involved in delivering intervention programmes to support children identified with SEN. Targets are set at the beginning of the programme and are reviewed at the end of the period. Impact reports are written. Sessions are rigorously monitored and observed.

### **Learning Support Assistants**

Learning Support Assistants (LSA's) support a child with an EHCP as directed by the class teacher in consultation with the SENDCo. They follow guidance from the statement/EHCP document as well as other professionals. They work on the identified target outcomes using strategies and guidance to ensure inclusive practise. The LSA will feedback to the class teacher regularly. They will share observations through agreed means (conversations, diary etc.), attend review meetings with the child's parents/carer and have the opportunity to read, write and discuss all relevant reports with the class teacher or SENDCo.

### **Role of Governors**

Governors ensure the school are following statutory requirements. They monitor the progress of pupils through Curriculum and Student Welfare. They ensure provision is effective through questioning how things are working on a day-to-day basis.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have a Personal Profile or Passport and SMART targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups outside the classroom.

### **Facilities and resources**

We aim to ensure that there are sufficient resources available for all SEND provision at George Eliot Primary School. There is an annual budget allocated to special educational needs to ensure the children's needs are catered for.