

ESSEX PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS/INCLUSION Policy

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SPECIAL EDUCATIONAL NEEDS/INCLUSION POLICY

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Introduction

This document is a working and developing policy liable to change in the light of evaluation of practice and is reviewed annually.

Essex Primary School aims to include fully all children whatever their race, gender, class, learning need or ability into every aspect of school life.

Essex Primary School has a Resource Provision with a capacity of 14 places for children with Autism Spectrum Disorder.

Essex School is accessible for wheelchair users with specialised toilet and hygiene facilities for children and adults. As well as varied teaching and learning spaces, the site incorporates large and small play spaces, a sensory room and a soft play space with a ball pool.

Definition of Special Educational Needs or Disability (SEND)

Children have Special Educational Needs 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 he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age or;
- b) has a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has Special Educational Needs if he or she is:

- likely to fall within the definition at (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them. (SEND Code of Practice January 2015)

We recognise that pupils learn at different rates and there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some point in their school careers may experience difficulties which affect their learning, and we recognise that these may be long term or short term.

We consider the following areas which may impact on progress and attainment not to necessarily constitute Special Educational Needs:

- Disability
- Attendance and punctuality
- English as an additional language
- Pupil premium
- Being a looked after child
- Being a child of a serviceman/woman
- Health and welfare

We aim to:

- Ensure full access to a broad, balanced and relevant curriculum.
- Ensure that all teachers are teachers of **all** pupils (SEND, EAL, G&T)
- Ensure that pupils' views and preferences are sought and used to inform us.
- Ensure that we share information regularly with parents and value their vital role in the child's continued progress.
- Ensure all children with specific needs i.e. SEND, G&T, EAL, Underachieving, Emotional are tracked, targeted and supported appropriately to achieve the best possible outcomes, preparing them effectively for adulthood.

As an inclusive school, Essex Primary refers to current legal frameworks and guidelines generated by the DfES to be up to date with current practice and advice.

Implementation

The Deputy Head Teacher/SENCo, Tracy Davis, has the overview of all children with identified needs and has responsibility for the day-to-day operation of the Special Educational Needs/Inclusion Policy.

The Executive Head Teacher Cecilia Mojzes and SEND Governor have responsibility for the overall monitoring of the policy being put into practice.

The SEND link Governor for the school is Joshua Butt

The role of the Executive Head Teacher includes:

- The responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.

The role of the Governors includes:

- The governing body, in co-operation with the Executive Head Teacher, determine the school's general policy approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The role of the SENCo is to:

- Co-ordinate the provision for children on the SEND register
- Maintain the SEND register
- Liaise with outside agencies and other support agencies
- Chair annual reviews and EHCP reviews
- Advise and support colleagues
- Line manage support staff
- Manage a range of resources both material and human to enable appropriate provision to be made for children with Special Educational Needs
- Act as one of the links with parents

- Contribute to the professional development of all staff
- Have responsibility for the day-to-day operation and updating of this policy

The role of the class teacher is:

- To be responsible for the initial identification of children's SEND
- To differentiate work accordingly through high quality teaching
- To write IEPs and identify appropriate SMART outcomes
- To report on identified children's progress
- To be responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff
- To maintain an up-to-date SEND folder for their class
- To work towards children's ~~targets and~~ recommended outcomes from IEPs, Annual Review documents, EHCPs, and professionals' reports.
- To read and share relevant reports ~~targets and~~ intended outcomes with all staff working with the child
- To share information regularly with parents and value their vital role in the child's continued progress.

Admissions

As a school, we follow the LA's admission procedures.

All parents/carers are asked to complete a detailed admission form. This form, along with supplementary information, is made available to relevant staff.

All parents/carers are encouraged to visit the school prior to admission and take an active part in developing a transition plan for the child's admission.

Transition

The transfer of children between phases and to secondary provision is planned to ensure all children have opportunities to prepare for change and new challenges. Issues of individual support and curriculum continuity for children with Special Educational Needs are discussed with all relevant staff.

Parents/carers are vital to this transition, and we support parents to visit the secondary school prior to transfer.

Preparation for transfer to secondary school begins with an annual review in Year 5. At this review, borough procedures are described to parents/carers, and they are encouraged and supported to visit different institutions to make an informed decision.

The school attends information sharing meetings regarding Year 6 children with identified needs, with local secondary schools in the summer term.

Pupil participation

We aim to include all children in making decisions and exercising choices about their education. We encourage all children with special educational needs to share their views about what sort of help they would like in school.

All children are supported in decision-making. This could include:

- Identifying learning outcomes
- Contributing to their IEPs and being involved in the review
- Contributing to informal and formal assessments of their needs
- Contributing to the annual review

The Code of Practice 2015 outlines how children should be included in assessments and decision making.

- Provide clear, accurate information about the child's Special Educational Needs and explain the purpose of any assessment, individual education plan or any intervention.
- Help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards the goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets will also have greater self-esteem and feel confident that they are making progress.
- Explain clearly what additional support or assessment arrangements are being made and how the pupil can contribute to them.
- Consult pupils who need individual support (whether through equipment or adult support) to ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning.
- Recognise the potential stress of assessments and review arrangements and do their best to ensure that the pupil understands the role and contribution of any other professionals e.g. Educational Psychology Service, Child Health Services, who may be involved.

Partnership with parents/carers

It is an integral part of the school's philosophy that parents are seen as partners in their child's learning. Close liaison with parents is welcomed and sought at each stage of the child's education either through parents'/carers' evenings, formal meetings or more informal meetings, which can be requested at any time.

In annual reviews, parents/carers are asked to take an active part in deciding the following year's outcomes for the child. IEPs are discussed with parents/carers.

To make communications effective, professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.

Curriculum

We aim to give all children access to a curriculum which meets their needs and to ensure that all children are fully included in the life of the school as far as they are able.

The school provides a rich curriculum which pupils can access functionally and socially. Core and foundation subjects are adapted to ensure that they are relevant, meaningful, motivating, and challenging to all pupils. Information technology is used to enable some children to access particular parts of the curriculum.

Where children are not able to access the National Curriculum, the school provides an informal curriculum which is developmental and aiming for the highest level of independence possible, with children learning within their peer age groups. For our most complex learners, we focus on the things that matter with a personalised curriculum which is relevant.

Individual Education Plans (IEPs)

The children's IEPs are planned and written with both the child's individual needs in mind and the level at which they are functioning. There is a clear focus on progression and ensuring that we track progress carefully, so that IEPs are effective and relevant.

IEPs only record what is **additional to** or **different from** normal classroom differentiation.

IEPs contain short-term outcomes which are linked to a child's area of need and are drawn up from advice from the support agencies and yearly targets, and EHCPs.

All adults working with the child should have access to the IEP to ensure consistency of approach and the best possible outcomes.

Identification, Assessment and Provision

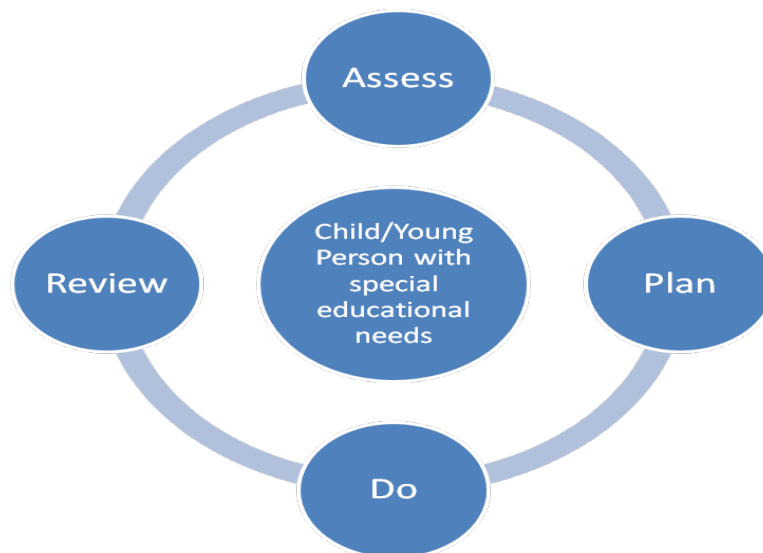
Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENCo assess and monitor the children’s progress in line with existing school practices. This is an ongoing process.

Essex Primary adopts a Graduated Approach to Special Educational Needs. We look in the first instance to make reasonable adjustments within the classroom following the principles of the Equality Act (2010) and the Code of Practice (2015).

High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who may have SEND.

Where there are continued concerns regarding a pupil’s progress, attainment or engagement, then we will discuss the most appropriate steps to take to identify the pupil’s needs and target support effectively.



Assess: The class teacher and SENCo will analyse a pupil’s needs before identifying a child as needing SEND support.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEND support. Provision is planned which matches the needs of the child.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil’s learning.

Review: The effectiveness of the support will be reviewed in line with the agreed date.

Wave 1 provision:

High quality, inclusive teaching is Wave 1 provision.

Wave 2 provision:

Wave 2 provision is for those pupils who are working just below age-related expectations. It includes interventions which are designed to increase rates of progress in order to enable pupils to catch up or get them back on track for meeting age-related expectations.

Wave 3 provision:

Wave 3 provision is for those pupils who are working significantly below age-related expectations, many of whom will have identified learning difficulties. It aims to accelerate and maximise progress.

Wave 2 and Wave 3 provision will often take the form of a well-structured, time-limited programme delivered to a small group of pupils or on a one-to-one basis. It can be built into mainstream lessons or occur outside, and in addition to, whole-class lessons.

Pastoral Support Plans (PSPs)

PSPs are drawn up if a pupil has been excluded (including lunchtime exclusions) or is in danger of exclusion. The Executive Head Teacher and/or SENCo will call the parents to a meeting at the school to discuss what can be put in place to improve behaviour and prevent further exclusion.

The programme is reviewed regularly (e.g. every 6 weeks) and runs for a minimum of 12 weeks. If after 12 weeks further support is needed, the Behaviour Support Service (BSS) may become involved in supporting the pupil and their family.

PSPs replace any existing IEPs for the duration of the plan and are classified as Wave 3.

SEND Support Cycle Tools (Identify, Plan, Do, Review)

The SEND Support Cycle Tools help staff identify the needs of pupils, apply appropriate strategies and consider the next steps to helping them reach their potential.

The Tools can also be used to share information and progress with other professionals, such as Educational Psychologists (EP) and Speech and Language Therapists (SALT), as well as contributing to EHCP applications and reviews.

The Tools follow the SEND Code of Practice and refer to each area of need separately. The Tools follow the Graduated Response model, working from Wave 1 – Quality First Teaching strategies, up to EHCP - Highly Personalised Support.

Reviews

Children's progress is monitored at each stage through various reviews. The type of review and who attends will vary according to the level of support and need. Reviews are usually held termly, and can either coincide with parents'/carers' meetings or protected time is given for them.

Annual reviews are held for a child with an EHC Plan or in receipt of High Needs Funding.

Links with External Agencies

We work co-operatively with all other agencies involved with children and provide a base for other professionals where appropriate.

Links with external agencies are established and co-ordinated through the Deputy Head/SENCo. They are the initial point of contact and will establish working procedures and guidelines. They are an integral part of the child's support and will be supported to work in an inclusive setting by all staff.

Staff will aim to incorporate any professional advice into the child's IEP and into teaching and learning strategies on a daily basis.

All services working within the school should aim to provide integrated, high quality, holistic support that is focused on the needs of the child. Services should adopt a flexible child-centred approach so that changing needs can be met. These should reflect a partnership with children, their parents, the school and external agencies.

Education

We work with the Complex Needs and Dyslexia Service (CNDS), Language, Communication and Interaction Service (LCIS), Behaviour Support Service (BSS), and the Sensory Team of specialists for children with visual and hearing impairment.

Our Educational Psychologist, from Newham's buy-in service, works across the school offering support to children, parents and staff to identify individual needs and recommend strategies to ensure children make the best possible progress.

Health

Medical checks, hearing tests and dental inspections are held in school. The school nursing team provides advice for staff and parents.

Our NHS core and buy-in Speech and Language Therapists work across the school to assess, write programmes and work with children who have been identified as needing this support.

Children in the Resource Provision are seen and reviewed on a regular basis by the speech and language therapist allocated to the Provision.

Staff Qualifications and Development:

The entire staff are recruited to work in an inclusive setting and are committed to working with pupils with a range of needs.

Staff have opportunities to attend borough or nationally organised courses.

Staff training is also held in school, and this may be delivered by members of the SEND team or by external agencies and providers. These sessions have included topics such as intensive interaction, communication strategies, Autism awareness, and Dyslexia awareness.

Complaints Procedure:

The school hopes that, through the close liaison with parents/carers from the onset, all parties involved will be clear of the aims and objectives of the provision planned for a child, as well as the monitoring of that provision. Parents and others are encouraged to express any concerns they may have at each review.

If a parent or other professional is concerned about how a child's Special Educational Needs are being met, they should discuss concerns with the class teacher in the first instance. Their concerns should be noted and passed on to the SENCo. This should include what action was agreed, by whom and within what time limit. A review date should be fixed at that meeting.

If the matter is not resolved by the class teacher, then an appointment can be made to see the Deputy Head Teacher/SENCo.

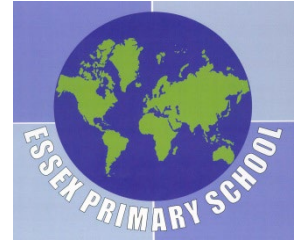
If it is still not resolved, then an appointment can be made to see the Executive Head Teacher. If parents have serious cause for complaint which has not been resolved to their satisfaction through these meetings, they should submit their complaint in writing to the Governing Body. The governors will then investigate the complaint.

If the matter remains unresolved, the complainant is advised to contact the Monitoring Officer of the LA.

Evaluation of the policy:

Consideration will be given to:

- The progress of all children (taking into account national, borough and individual expectations)
- The progress of children in meeting their intended outcomes (e.g. in IEPs).
- Accurate assessment of a child's Special Educational Needs
- The implementation of the graduated response to assessment and intervention
- Parental satisfaction
- Increased professional skills and confidence of all staff
- Effective communication between pupils, staff, other agencies and parents
- To have an up-to-date SEN register
- All staff receiving appropriate training



Appendix A

Essex Primary School ANNUAL REVIEW

Name:

Date of birth:

Date of this annual review:

Date of the previous annual review:

Chaired by:

No high needs funding

Main area of Need:

Present:

My views

My family's views, hopes and aspirations for me

What has worked well:

What has not gone so well:

Special educational needs

My health and care needs

A brief update on how the child or young person's SEN affects their health and care



Health care needs

My attainment levels

Please provide a key/guidance to your school/college attainment model

Subject	Current attainment	Last year	
Reading			
Speaking and Listening			
Writing			
Mathematics			
Science			

Summary of main discussion points of meeting

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Outcomes

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