

Our vision: **'Let your light shine'** based on Matthew 5.16

Egglescliffe C.E. Primary School



Special Educational Needs & Disability Report

Reviewed:
To be reviewed by:

November 2020
November 2021

Our vision: **'Let your light shine'** based on Matthew 5.16

Our Mission:

Eggescliffe is a school founded in the Christian faith, which embodies Christian values in its daily life by promoting, encouraging and celebrating the abilities of all within the school community.

We:

- Welcome all children;
- Are distinguished by the way we promote attitudes of mutual respect, care and responsibility to all within the school community;
- Attach high priority to strong links between school, home, and parish with active participation of parents, local clergy and governors;
- Promote understanding of the Christian faith, particularly through the quality of Religious Education and Collective Worship together with a respect for world faiths
- Nurture a love of learning, enhance the potential of all within the school family, and encourage a positive contribution to society and the environment.
- And we aim to SPARKLE!

Our Aims:

At Eggescliffe CE Primary School we believe that all children and young people are entitled to an appropriate education, one that addresses their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

In order to meet these aims we will do the following:

- identify those children who have special educational needs in a timely manner
- use our best endeavours to make sure that a child with SEN get the support they need
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (SENCO) – currently Mrs Gates
- inform parents when we are making special educational provision for a child

- prepare an SEN information report to share with governors and other agencies
- ensure that disabled children are treated equally with others
- continue to improve the facilities provided to enable access to the school for disabled children (please refer to the Access Scheme and Plan 2016)
- provide access to a broad and balanced curriculum, setting high expectations for all and planning lessons which address potential areas of difficulty, and remove barriers for learning

AREAS OF NEED

The Special Educational Needs and Disability Code of Practice (2014) outlines four broad areas of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people may have vision impairment (VI), hearing impairment (HI) or a multi-learning difficulty. Children and young people with multi-sensory impairment (MSI) have a combination of vision and hearing difficulties. Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

EDUCATIONAL HEALTH CARE PLANS

The school has been allocated funding for Special Educational Needs and this provides the resources needed throughout the school, including additional support staff, specialist services, equipment and training. During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of the child's needs increases. This may be that High Needs Funding is applied for. If the expected progress has not been achieved, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the school or parents should consider requesting an Education, Health and Care (EHC) assessment through the Local Authority. 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2014.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. At Egglecliffe CE Primary School we co-operate with the local authority in the review process and often convene / hold annual review meetings on its behalf.

TRANSITION

At Egglecliffe C.E. Primary School we understand the importance of preparing children for all types of transition including from school year to school year and especially when changing Key Stage or school. In order to do this we:

- Provide opportunities for every child with SEN to visit their new class/school before most children have this opportunity.
- Create a booklet for them to take home about their new class / school for parents to share with them, especially if the change happens after a holiday.
- Provide opportunities for them to talk through their feelings, both fears and expectations. Ensure, where possible, they meet with some other children they will be transitioning with. Provide an

opportunity for parents to meet with their new teacher / school SENCO. Parents of children in Year 6 will have the opportunity to complete Stockton's Transition Guarantee and will be invited to attend a series of meeting with the SENCO, Educational Psychologist and SENCO from their chosen Secondary School. An action plan will be completed which will help ensure a smooth transition for your child and that all their needs are been catered for.

- The class teacher /SENCO will provide information about the successful strategies, interventions, equipment needed to ensure children have the best opportunity at success in their new class / school.

PARTNERSHIP WITH PARENTS

It is our policy to seek to involve parents as partners in the education of their children. Developing good relationships with parents is seen as crucial to success.

Parents will have important information to give to the school and they are consulted and their views sought at every stage. Parents should always be informed of any action the school proposes to take and any help they can give to their child at home. We operate an `Open Door` policy and often discussions can be informal, for example, when the child is brought to or collected from school. Formal meetings are also arranged as appropriate, for example, to discuss a concern or review progress. These meetings would take place at a mutually convenient time or at our parental consultations in October, February and by appointment in July. Parents are actively encouraged to contribute to a child's IEP. Copies of the IEP should be forwarded to any parents who fail to attend a Review meeting. Parents can also contact the SENCO directly when necessary and are fully encouraged to do so.

THE VOICE OF THE CHILD

Children are encouraged to be part of the decision making and the setting of their learning targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Pupils are asked to respond to their IEP targets each term and review their progress and ideas for future learning with their teachers and classroom teaching assistants.

ARRANGEMENTS FOR COMPLAINTS

As we always work closely with parents, consulting them at every stage, complaints about SEN provision are extremely rare. However, should there be a concern, the following procedure should be followed in line with our complaints procedure:

1. Parents are encouraged to discuss the concern with the class teacher, together with the SENCO. (If the concern is not resolved at this stage proceed to 2).
2. Parents make an appointment to discuss the concern with the Headteacher. The class teacher or SENCO may or may not be present. (Unresolved concerns move to 3).
3. The matter should be referred to the chair of the Academy Council. A letter explaining the concern should be given to the school office from where it will be passed on to Mrs S Young.

Should the concern relate to provision provided by Stockton Borough Council, complainants should follow the Local Authority complaints procedure which may result in a tribunal hearing.

THE ROLE OF THE SENCO

At Eggescliffe CE Primary School, the SENCO is part of the school leadership team and has the following core duties:

- Day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Providing professional guidance to colleagues and works closely with staff, parents and other agencies.
- Signposting the provision in the Local Offer and working with professionals to provide support to families to ensure that pupils with SEN receive appropriate support and high quality teaching
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school Academy Council to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date including the school provision map.

The school ensures that the SENCO has sufficient time and resources to carry out these functions.

RELATED DOCUMENTS

This policy has been reviewed, taking into account the following:

Primary Legislation

Special Educational Needs and Disability Code of Practice: 0 to 25 Years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, January 2015

The Children and Families Act 2014 Sections 51 – 57 and 60

The Children Act 1989, section 26

The Education Act 1996, Section 496 and 497

The Tribunals, Courts and Enforcement Act 2007

The Equality Act 2010

The Legal Aid, Sentencing and Punishment of Offenders Act 2012

Regulations

The Special Educational Needs Regulations 2014

The Children Act 1989 Representations Procedure Regulations 2006

The Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
245

The Local Authority Social Services and National Health Service Complaints Regulations 2009

Appendix 1

HOW WE ADDRESS INDIVIDUAL NEEDS

Communication and interaction needs

At Eggescliffe C.E. Primary School children have access to:

- small group and/or individualised interventions to develop skills in communication through 'Improving pronunciation within speech for children with specific difficulties in pronunciation of words'
- receptive and expressive language programmes for children highlighted as having a particular difficulty in this area by a speech and language therapist (SALT) or specialist teacher.
- understanding and using social rules of communication for children who find it difficult to form friendships with their peers / communicate with their peers at an age appropriate level. Emotional awareness, self-care, flexible thinking i.e. social speaking, communication and outside support where needed from the Speech and Language Team in foundation stage and KS1.
- careful planning of transitions to ensure that children are well prepared with an action plan in place, passports and transition booklets.
- enhanced access to additional aids and technology i.e. iPads.
- For some children with communication and interaction difficulties we may require apply for funding for the support of an additional adult.

Cognition and learning

Children with cognition and learning SEN have access to:

- small group work / regular individually focused next day intervention linked to specific needs e.g. memory skills, extra phonics work, additional number work for children who have been identified with a specific difficulty in a specific area of learning.
- individual support / group support within class in specific subject areas dependent on need for children who need direct input within the class for specific tasks e.g. writing imaginative stories, organising format of work, staying focused on tasks.
- short individual regular inputs on a specific area of learning e.g. whole word reading, memory activities, specific interventions e.g. Toe by Toe, Hornet reading interventions.
- practical aids for learning e.g. table squares, time/number lines, visual aids, accessible reading material suited to age.

- phonic development programmes i.e. Letters and Sounds.
- increased access to ICT. Flexible groupings.
- enhanced access to technical aids
- adaptations to assessments to enable access e.g. readers, scribe, ICT.
- The Curriculum will be adapted to meet the learning needs of the child/young person.

Social, emotional and mental health difficulties

For children identified as having social, emotional or mental health difficulties, we offer a range of support in school.

- Opportunities to develop Social Emotional Aspects of Learning via the SEAL programme.
- If it is needed we can provide access to time out and where necessary an individual work area. Access to Behaviour Support Service, The Bungalow counselling service and outreach support from the Stockton PRU.
- We may apply for funding for increased access to additional adults in the classroom in some cases. Access to Alliance Therapy Services involving individual/small group sessions on self-esteem, understanding emotions for children whose behaviours demonstrate a need in this area e.g. becoming withdrawn, angry, overly anxious.

Sensory and/or physical needs

For children with Sensory and/or physical needs we provide:

- concrete apparatus to support learning e.g. numicon to support number work, differentiated activities, books, resources as recommended by specialist services.
- adapted curriculum when needed to enable full access e.g. alternative recording devices, modified PE curriculum and TA support where necessary.
- medical advice and support when appropriate from specialists e.g. Occupational Therapists, Physiotherapists.
- an accessible toilet.
- wheelchair accessible entrances and doors around school.
- support when needed from the disabilities teams in the Local Authority.

Appendix 2

Responsibilities in school

Person and role	Summary of responsibilities
<p>Class Teachers</p>	<p>are responsible for:</p> <ul style="list-style-type: none"> • Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs following a graduated approach as set out in the SEN Code of Practice • Checking the progress your child is making and identifying, planning and managing the delivery of any additional help your child may need (this may take the form of targeted work, additional support, adapting resources etc) and sharing this with the Special Educational Needs Coordinator (SENCO) as necessary. • Liaising with the SENCO when specialist support from outside agencies is required and working with them to plan and manage the delivery of suggested strategies. • Planning, sharing and reviewing Educational Education Plans, with parents at least once every term. • Ensuring all staff working with your child in school are aware of your child's individual needs and / or conditions and the specific adjustments need to be made to enable them to be included and make progress. • Ensuring the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEN.
<p>Special Educational Needs Co-ordinator (SENCO)</p> <p>Mrs M Gates</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating the support for children with special educational needs (SEN) and developing the school's SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that parents are: <ul style="list-style-type: none"> – Involved in supporting their child's learning – Kept informed about the support each child is accessing – Involved in reviewing how their child is progressing and planning ahead for them. • Liaising with all the outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc. • Updating the school's SEN Records of Need and making sure that there are excellent records of each child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help all pupils with SEN in the school achieve the best possible progress. • Ensure that if required any Access Arrangements for formal assessments / examinations will be made.

<p>Head teacher</p> <p>Mrs M Cook</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the support for children with SEND and ensuring, through the SENCO and class teachers, that each child's needs are met. • Ensuing the Governing Body are kept up to date with issues in school relating to SEN. • Appointment of staff. • Attendance at annual reviews for children with an Education, Health, Care Plan.
<p>SEN Governor</p> <p>Mrs S Young</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy which is being followed. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in school. • Ensuring that the necessary support is made for any child who attends the school who has a SEN and / or a disability. • Monitoring the support given to children with SEND in the school and being part of the process to ensure each child achieves his / her potential.
<p>Local Authority Support Parent Partnership Service</p> <p>Caroline Fell</p>	<ul style="list-style-type: none"> • Parent Partnership Service Tel 01642 527158 will provide support, information and relevant training • Local Authority Offer can be found on the council website following legislation becoming law https://www.stockton.gov.uk/children-and-young-people/children-with-special-educational-needs-sen/

Appendix 3

Services that work in partnership with school

Name of service	What they provide
Educational Psychologists (EP)	This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing.
Specialist Learning Team SLT	This service will assess your child's literacy and numeracy ability and how they can best be supported in learning these skills.
Speech and Language Therapist SaLT	This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.
Child and Adolescent Mental Health Service (CAMHs)	This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.
School nurse	The school nurse will provide hearing tests for your child. They can also work with parents in relation to sleeping patterns, toilet training and diet. The school nurse provide support to schools when creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses e.g. diabetes.
Special schools outreach	Ash Trees special school – provide outreach support to schools within their specific areas of expertise. This can be in relation to specific strategies schools might be able to implement for specific needs.
Hearing and Visual Difficulties Service	This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child in order for your child to be able to learn.

Appendix 4

Glossary of terms

IEP	Individual Education Plan
SEN	Special Educational Needs
SEN code of practice	The legal document that sets out the requirements of SEN
EHC	Education, health and care
SEND	Special Educational needs and/or disabilities
SALT	Speech and language therapist
EP	Educational psychologist
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
MLD	Moderate learning difficulties
SLD	Severe learning difficulties
PMLD	Profound and multiple learning difficulties
SpLD	Specific learning difficulties
VI	Visual impairment
HI	Hearing impairment
MSI	Multi-sensory impairment
PD	Physical disability
CAMHs	Child and Adolescent Mental Health Services