

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

## **Egglescliffe C.E. Primary School**



# **Special Educational Needs & Disability Policy**

Reviewed:  
To be reviewed by:

September 2021  
September 2022

## IDENTIFICATION

A pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Eggescliffe CE Primary School we assess each pupil's current skillset and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, staff consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) extra teaching or other rigorous interventions designed to secure better progress, are put in place.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

At Eggescliffe CE Primary School we are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. We therefore make provisions to support children on a short term basis when necessary.

If there are issues that may affect a child that require a multi-agency approach, we may consider an Early Help Assessment to draw on the collective resources of other departments such as housing, social care and medical support.

Slow progress and low attainment do not necessarily mean that a child has SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in

line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. At Eggescliffe CE Primary School we look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

## **OUR APPROACH TO MEETING INDIVIDUAL NEEDS**

At Eggescliffe CE Primary School we have adopted the four part 'assess, plan, do and review cycle' to respond to individual needs, namely:

### **Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as behaviour. This includes the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment is reviewed regularly. This helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO may contact them if the need arises and parents agree.

### **Plan**

Where it is decided to provide a pupil with SEN support, the parents are formally notified. The teacher and the SENCO agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This is written down and shared with those who work with the pupil and recorded on the school's information system.

The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by experienced, highly skilled staff. Staff may seek parental involvement to reinforce or contribute to progress at home

## **Do**

All children in school will get support that is specific to their individual needs. The SEN Code of Practice has two levels of additional support, these are:

1. School support
2. Educational Health Care Plans

School support is a graduated response:

- Wave 1 - available to all children in school e.g. a high quality of teaching including differentiation and allowing for different learning styles - this is known as Quality First Teaching, provided by the teacher.
- Wave 2 - used for some children in school e.g. group and booster work on specific skills such as additional phonics, spellings, reading support or maths. (Provided by the teacher or Teaching Assistant)
- Wave 3 - for a few children in school e.g. very specific individual support targeting specific learning difficulties. These children will have an individual plan called a 'One Plan' identifying these additional interventions. (Provided by the teacher and possibly other staff in school/ outside agency staff.)

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO is available to support the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at agreed dates.

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents receive clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

## **MONITORING AND EVALUATION**

The Local Academy Council has oversight of the school's arrangements for SEN and disability. SEND monitoring visits and learning walks have been undertaken to review the impact of the measures put in place: additionally the SEND link governor reviews progress with the SENCO.

Targets relating to all pupils including those with SEND are incorporated into the School Improvement Plan and appraisal objectives for all members of staff. These are reviewed on a regular basis by senior leaders in pupil progress reviews, work scrutinies, assessment standardisation and moderation.

## **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

**Contact details for raising concerns:**

**Mrs M Gates: SENCo**

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