**E P COLLIER PRIMARY SCHOOL**

**POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

This Special Educational Needs and Disabilities (SEND) policy is based upon the SEN

Code of Practice published by DfES, July 2014 and is to be read in conjunction with

EP Collier’s SEND Information Report and Local Offer submission, Accessibility and

Equality scheme (including Anti-Bullying and Discriminatory Policy Framework), Teaching and Learning Policy and Admissions Policy which are available to view on the school website.

At EP Collier, the child is at the centre of everything we do and we support them to be the best that they can be. We aim to:

* Work collaboratively with everyone involved in each child’s education, health and care.
* Start with the child and their family and work in partnership.
* Enable our pupils to be as independent and self-reliant as possible.
* Ensure children are taught purposeful and functional skills.
* Support every child to have a strong voice and influence in their school experience. Promote enjoyment, engagement and learning through ensuring the curriculum is relevant to each individual.
* Make every moment count and foster a culture of life long learning for both pupils and staff.
* Achieve excellence for all.

**Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

* A significantly greater difficulty in learning than the majority of the others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. At EP Collier, some of our pupils will have an education, health and care plan (EHCP) in place or will be under assessment for an EHCP.

**Roles and responsibilities**

**The Headteacher**

The headteacher will:

Have overall responsibility for the provision and progress of learners with SEN and/or a disability Overall responsibility lies with the Headteacher. Even when responsibilities are delegated, the Headteacher must be informed of children’s Special Educational Needs and the arrangements that are made to meet them. The headteacher will also be involved with the Governors in determining appropriate staffing and funding arrangements, advising and supporting Governors on SEN issues and ensuring that the school meets it’s SEN responsibilities i.e. publishing information for parents, appointing a SENCO and implementing a staged process of Individual Education Planning and assessment for each child and annual review of each child’s statutory assessment

**The Senior Leadership Team**

* The senior leadership team will liaise with the governing body about provision made by school for pupils with SEN.
* The senior leadership team will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
* The senior leadership team will ensure the school keeps the records of all pupils with SEN up to date.
* The senior leadership team will work with the headteacher and deputy headteacher to ensure the day to day operation of the SEN policy and co-ordination and strategic development of provision made to support pupils with SEN.

**The Inclusion Manager**

The Inclusion Manager will have responsibility for reviewing and updating the school’s SEN Policy in consultation with the headteacher. The Inclusion Manager along with other members of the senior leadership team will act as a point of contact for external agencies. The Inclusion Manager will lead the EHCP review process for pupils, especially for pupils transitioning between school phases.

The Inclusion Manager, as part of the senior leadership team will work with the headteacher and deputy headteacher to ensure the day to day operation of the SEN policy and co-ordination and strategic development of provision made to support pupils with SEN.

**School Business Manager**

The school business manager has a key role in the leadership team in ensuring the school delivers value for money. In addition to budget management she also has other key leadership roles including responsibility for site management and premises, management of lunchtimes and elements of HR management.

**Admin Team**

The admin staff are managed by the School Business Manager. They are responsible for ensuring the smooth organisation of the school including reception, finance and teaching & learning support.

**The Governing Body**

The governing body will:

* Monitor the quality and effectiveness of SEN and disability provision within the school.
* Work with the headteacher and senior leadership team to determine the strategic development of the SEN policy and provision in the school

**Curriculum Leads**

Teachers lead development and monitoring of specific areas of the curriculum, which supports the deputy head and headteacher in ensuring that each area of the Foundation and National Curriculum is delivered in a way that meets the special educational needs of our pupils.

**Class teachers**

Each class teacher is responsible for:

 • The progress and development of every pupil in their class

• Planning learning on a highly personalised basis, working towards EHCP outcomes through the planning of appropriate IEPs and therapeutic plans

• Reflecting on and reviewing their teaching.

• Planning of classroom activities to deliver all aspects of the Foundation Curriculum / National Curriculum in a way that meets the needs of all children in their class.

• Evaluating teaching activities each week in order to track pupil responses and plan next steps.

• Delegating responsibilities to a team of teaching assistants in order to support the day to day teaching and learning of pupils.

• Working with therapists and other professionals and incorporating guidance and strategies from professionals into their planning for individual pupils and their class.

• Working with the senior leadership team to review each pupil’s progress and development and decide on any changes to provision

• Ensuring they follow this SEN policy

**Support Staff**

Each member of support staff is responsible for:

• Following guidance and planning provided by the class lead to support pupils in accessing the curriculum and making progress towards individual targets.

• Supporting assessment and review through recording observations of pupil learning and annotating pupil work.

 • Ensuring they follow this SEN policy

**Lunchtime Controllers**

Each lunchtime controller is responsible for:

• Following guidance provided by the class lead or teaching assistants to support pupils to enjoy lunch or lunch time activities safely and to work towards developing skills appropriate to this time of day, such as building tolerance towards a healthy range of foods, increased independence in self-care activities or developing play skills.

• Communicating with teaching assistants or class teachers to share relevant information.

• Ensuring they follow this SEN policy

# Working in Partnership with Parents

We are committed to working in partnership with parents and carers. We will:

* Have regard to the views, wishes and feelings of parents/carers
* Provide parents/carers with the information and support necessary to enable full participation in decision making
* Support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
* Meet with parents/carers of children at least twice a year but as many times as is considered necessary.
* Provide an annual report for parents/carers on their child’s progress.

For further information on our arrangements for consulting parents of children with SEND about and involving such parents in the education of their child see our SEND Information Report.

If there are any disagreements with parents/carers about SEND support for their child, we will work hard to try to resolve these. See the SEND Information Report for the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at EP Collier.

# Involving Children

We are committed to involving children with SEND in decisions about their learning. We will:

* invite the children to contribute to their individual education plans
* invite the children to complete a report for their annual or interim review
* invite the children to attend all or part of their annual or interim review meetings as considered appropriate by the school and parents
* give the children regular feedback meetings with their class teachers discussing successes and achievements, next steps and any issues that have arisen

# Identification, Assessment, Planning and Review Arrangements

EP Collier follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all children and every teacher is responsible for ‘adapting teaching to respond to the strengths and needs of all pupils. (Teachers’ Standards 2012) School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision.

The following are not SEND but may impact on progress and attainment:

* Disability
* Attendance and punctuality
* Health and welfare
* English as an additional language (EAL)
* Receipt of pupil premium
* Being a Child Looked- After (CLA)
* Being a child of service personnel
* Being a child of Gypsy, Roma and Traveller descent

## **SEND support – four part cycles**

The identification of SEND is built into the overall approach to monitoring the progress and development of all children in school. Termly pupil progress meetings support the early identification of children who may have SEND. Where concerns are identified these are discussed with the Inclusion Manager.

* **Assess** -The class teacher, working with the Inclusion Managero, will carry out a clear analysis of a child’s needs. This assessment will be reviewed regularly.

Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment and this will be recorded and the minutes shared with all relevant parties. If any child has been identified with SEND the parents/carers will be asked to agree to their child being added to the SEND register.

* **Plan** - Parents will be formally notified of SEND concerns and will receive a copy of any meeting minutes. Adjustments, interventions, support and review dates will be agreed with teachers, parents/carers and children as deemed appropriate. Parents/carers and children will be invited to contribute to the development of Individual Education Plan (IEP) where they are considered to be of benefit. IEPs will have SMART targets - specific, measurable, achievable, realistic/relevant, time bound.
* **Do** - The class teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The Inclusion Manager will support the above.
* **Review** - The effectiveness of the support and interventions and their impact on the child’s progress will be reviewed on the agreed dates. Reviews will be held with parents/carers at least twice a year and more frequently as deemed necessary. The class teacher, working with the Inclusion Manager, will revise the support in light of the child’s progress. If a child does not make expected progress over a sustained period of time, the school will consider involving specialists.

# Request for Statutory Assessment

If the child continues to make little or no progress or has severe, complex and persistent needs the Inclusion Manager will make a request to the Local Authority to make a statutory assessment of the child’s education, health and care needs. This will be put forward to a panel of professionals who will decide if the child is to be given an EHC Plan.

# EHC plans

An EHC plan is a legally binding document which sets out the provision the child **must** receive to meet their SEND.

At least once a year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child’s progress against the objectives set on the EHC Plan. For children under the age of 5 years or within the Foundation Stage, Annual Review meetings must be held every 6 months.

• Pupils are assessed on an ongoing basis by class leads and their progress is closely tracked and then reviewed termly.

• The school works with other professionals including physiotherapists, occupational therapists, speech and language therapists, nursing staff, doctors, the hearing impairment and visual impairment teams, educational psychologists, mental health workers, the multiagency autism team, CAMHS and social workers to support and assess pupils’ needs.

**For types of SEND that are provided for at EP Collier and the school’s policies with regard to the identification and assessment of children with SEND see our SEND Information Report.**

**For further information on our school’s policies for making provision for children with SEND** **whether or not they have a EHC plan including assessing and reviewing outcomes see our SEND Information Report.**

# Transition

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will discuss and agree with parents/carers and children the information to be shared as part of this process. We support children so that they are included in social groups and develop and maintain friendships. We will provide social stories where necessary and organise a thorough transition programme, including visits to new settings and visits from receiving settings as deemed necessary to aid a smooth transition for the child.

If a child has an EHC plan this will be reviewed and amended in sufficient time prior to moving on so that information is passed on effectively and provision for the child is maintained.

# Risk Assessment

Children who are identified at being a risk to either themselves or other children or adults in the school will have a risk assessment drawn up to highlight areas of concern and risk. Strategies to avoid harmful situations are included in these risks and may be accompanied by an individual Therapeutic Plan.

**Expertise and training of staff**

* Continuing professional development has a high priority within school, with priorities identified year on year.
* The complex individual needs of pupils determines identified training needs for all staff.
* Central to our professional development is ensuring children’s needs are best met with a trained workforce which has the knowledge to differentiate their approaches to meet need.
* All staff; teaching, support staff, admin and governors shall have an entitlement to access high quality induction and continuing professional development.
* Aspects of training which are most vital to supporting the needs of our pupils will be revisited with staff through a rolling programme.
* All members of the school community will have opportunities through performance management, performance development reviews and through other forums (e.g. interviews/staff meetings/training/initial induction) to discuss their professional development needs.
* Observation and monitoring of teaching and learning may also identify if staff require additional training to improve the delivery or content/approach to the children’s learning needs.
* A number of staff within the senior leadership team have received training from the Autism Education Trust

# Funding for SEND

We have an amount identified within our overall school budget called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate SEND support from the whole school budget including any resources targeted at particular groups such as the Pupil Premium.

The Local Authority provides a small additional top-up funding which can be applied for where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some extreme circumstances, parents/carers may request a personal budget. A personal budget is an amount identified by the Local Authority to deliver provision set out in an EHC plan where the parent/carer or young person is particularly involved in securing that provision.

# Data Protection

EHC Plans will be kept securely so that unauthorised persons do not have access to them. EHC Plans will not be disclosed without the consent of the child’s parents/carers, except for specified purposes or in the interests of the child.

SEND information will be stored and communicated in line with our Data Protection Policy. <https://www.youtube.com/watch?v=hAKvelOllts>

**Evaluating the effectiveness of SEN provision**

The school’s Self Evaluation Form and School Improvement Plan are the tools used to evaluate and further develop the core offer, ensuring it continues to meet the changing needs of the school population. This includes reviewing:

1. Leadership and Management

2. Quality of teaching, learning and assessment

3. Personal development, behaviour and welfare

Some of the types of monitoring which contribute to this evaluation include:

• Whole school monitoring, including lesson observations (quality of teaching/learning): sampling pupils work.

• Evaluation of pupil progress.

• Monitoring of IEP’s and planning.

 • Seeking the views of parents through parent surveys and annual review meetings.

• Staff performance management review.

• Evaluation of action plans for curriculum areas and other identified school priorities. Governors are involved in this process and receive regular reports through the Headteacher’s Reports, and minutes from each committee meeting.