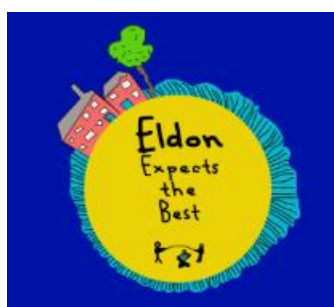


Special Educational Needs and Disability (SEND) policy

Eldon Primary School



Approved by:

C Brindle
The IEB

Date:

Last reviewed on:

Next review due by:

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	4
4. Roles and responsibilities	4
5. SEN information report.....	5
6. Monitoring arrangements	11
7. Links with other policies and documents	11

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Eldon Primary School we believe that every pupil has the equal right to a high quality educational experience, involving access to a broad and balanced curriculum, delivered in a supportive and stimulating environment that values each child and enables them to achieve their full potential.

We value all the children in our school equally and are committed to making our best endeavors to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.

Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of each individual child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences.
- Enable all children to experience success regardless of SEN, disability or any other factor that may affect their attainment.
- Ensure effective channels of communication so that all persons including parents and carers are aware of the pupil's progress and the Special Educational Provision made for them.
- Assess children regularly so that those with SEN are identified as early as possible and the provision made to meet these remains appropriate.
- Ensure that the Special Educational Provision in place for pupils with SEND enables them to make the greatest progress possible.
- Continually develop staff expertise in using inclusive teaching and learning strategies.
- Support pupils in moving between phases of education and in preparing for adulthood.

2. Legislation and guidance

This policy and information report has been developed by the school's SENCO in conjunction with the Head Teacher and is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2014\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. 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.

The SEND Code of Practice (2014), identifies four broad categories of need.

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

4. Roles and responsibilities

4.1 The SENCO

The SENCO for the school are Mrs. Bryony Mather

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor for the school is Miss Ishtiaq.

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher

The Head teacher of the school is Mrs. Cheryl Brindle.

The Head teacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

The following sections include an overview of the school's SEN information report.

The full SEN information report is available as a separate document: <https://www.eldon-pri.lancs.sch.uk/send-special-educational-needs-and-disabilities/>

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

To support pupils moving between phases, transition arrangements will begin as soon as possible after the school place is confirmed.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN.

The school's SEN provision map indicates a range of interventions, resources and support for children with special educational needs from nursery through to Year 6. These are created for individuals, classes and on a whole school basis.

Our SEN provision Map identifies graduated levels of provision and support:

Universal Provision – High Quality Teaching

- Teachers have the highest possible expectations for all pupils in the class.
- Through regular assessments teachers have a thorough understanding of each child's individual needs and tailor learning tasks to these
- All teaching and learning tasks are based on a child's starting points – their current level of knowledge, skills and understanding - and aims to build on these.
- A range of teaching approaches used that incorporate the different ways that pupils learn (visual, auditory, kinaesthetic)
- Extra support provided by the class teacher within the lesson. This may refer to adapted work, classroom support from a teaching assistant, a range of resources available for the child to use.
- Putting in place additional support or specific strategies within the lesson to enable children with specific needs to access the learning task.

Targeted Provision – Targeted Intervention and Support - Small Group

- Provision of small group intervention provided outside of the normal lesson time by either a class teacher or teaching assistant.

Specialised Provision – Individual Intervention and Support

- Individual support provided for the child by either a teacher or teaching assistant. This might include: individual learning programmes, specialist equipment, one to one support, visual timetables.

Any of the above stages, or a combination may be used to help children meet targets. It may include intervention programmes developed by the class teacher or the use of commercially produced intervention programmes used within the school or as advised by specialist professionals.

Specialist Services

If a child is identified as needing more specialist input in addition to the above waves of support, specialist advice will be sought by the school to help understand their needs and make recommendations for future provision.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Adapting the classroom layout

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have an experienced team of teachers and teaching assistants. Some teaching assistants have had training in specialisms such as speech, communication and language, Dyslexia, epilepsy, fine and gross motor development, and supporting mental health and wellbeing or in delivering specific interventions.

Each class has a teaching assistant for part of every day available who will provide support for children who require extra intervention.

Teaching assistants will support pupils in small groups when the need for additional support and intervention is identified.

Teaching assistants will support pupils on a 1:1 basis when there is a need for more individualised support to meet a child's needs.

We work with the following agencies to provide support for pupils with SEN:

- Lancashire SEND Inclusion team services - including the Lancashire SENDO, Inclusion Team Specialist Teachers and the Lancashire Educational Psychologist district meetings.
- Health professionals such as the speech and language therapy service, the occupational therapy service, physiotherapy service, paediatric consultants, the school nursing team and early years' health visitors.
- Social workers and family support workers.
- Early intervention and support services such as the Children and Family Wellbeing Service and local children's centres.
- Services to support Mental Health and Wellbeing such as CAMHS (Child and Adolescent Mental Health Service)
- Specialist teachers from local special educational provision.

5.9 Expertise and training of staff

The governors and Head Teacher ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role.

The school SENCO, Mrs. Bryony Mather (BA Honours Primary Education with Qualified Teacher Status and MA in Education (SEN specialism)) has held the role of SENCO from January 2024. She has achieved the Postgraduate Certificate of Special Education Needs (SENCO Award).

We have a team of teaching assistants ranging from level 3 to Level 2A. Some teaching assistants have had training in specialisms such as speech, communication and language, Dyslexia, epilepsy, fine and gross motor development, and supporting mental health and wellbeing or in delivering specific interventions.

SEND training for staff is included annually within the school's training and CPD programme.

The SENCO is supported to enhance their knowledge, skills and attributes through training and the support of other professionals.

The SENCO will disseminate knowledge or skills gained to other staff through staff meetings, whole school INSET or consultation with individual members of staff.

SEND training is included within staff INSET days and staff meetings and reflects the needs of the school, staff and individual pupils.

We use specialist staff to provide advice and training for areas identified as priorities for individual staff and whole school development or to provide advice and specific support for individual pupils as required.

All teachers and support staff receive annual update training for medical needs, e.g. epilepsy either directly from the school nursing team or in accordance with advice provided by them to access e learning.

Funding received for pupils with an Education Health Care Plan is allocated to ensure appropriate provision.

The school uses funding to source external professional advice and support for individual pupils in relation to their needs.

5.10 Securing equipment and facilities

The school makes all efforts to make 'reasonable adjustments' in order to support children's needs.

Teachers adapt the classroom layouts to cater for children with special educational needs or disabilities.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs. We use resources in our classrooms according to the needs of the individual children.

For any pupils requiring access to specialist equipment the school will seek advice regarding accessing this from the relevant service (occupational health, medical professionals).

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly - half termly/termly as a minimum
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school has an accessibility plan. This is available on the school website or from the school office on request.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Delivery of a comprehensive PSHE and Relationships and Health curriculum for all pupils.
- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of any extra -curricular clubs or activities to promote teamwork/building friendships.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with the following specialist services and agencies to provide support for pupils with SEN and their families:

- Lancashire SEND Inclusion team, including the Lancashire SENDO, Inclusion Team Specialist Teachers.
- Health professionals such as, the speech and language therapy service, occupational therapy service, physiotherapy service, paediatric consultants, the school nursing team and early years' health visitors.
- Social workers and family support workers.
- Early intervention and support services such as the Children and Family Wellbeing Service and the local children's centres.
- Services to support Mental Health and Wellbeing such as CAMHS (Child and Adolescent Mental Health Service)
- Specialist teachers from local special educational provision.
- Any other agencies that may be involved in supporting SEN pupils and their families.

5.15 Complaints about SEN provision

Should a parent or carer have a concern about the SEN provision made for their child they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily then parents or carers should make an appointment to discuss the issue further with the SENCO or Head Teacher.

Complaints about SEN provision in school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents and carers are made aware of how to access support services for SEN.

Parents and carers are made aware of how to access the Local Authority Local Offer.

The Local Authority Local Offer can be viewed here

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Parents and carers are made aware of the Lancashire Information, Advice and Support Service (IASS) for parent or carers of children with SEND.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

Parents and carers are made aware of the Lancashire Family Information Network Directory (FIND) which provides a termly newsletter and a directory of local and national services including voluntary organisations and support groups.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/>

The school SENCO will signpost parents and carers to other local SEND support services.

5.17 Contact details for raising concerns

Should a parent or carer have a concern about the SEN provision made for their child they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily then parents or carers should seek to discuss the problem further with the SENCO, Mrs. Bryony Mather or the Head teacher, Mrs. Cheryl Brindle who can be contacted via the school email lead@eldon-pri.lancs.sch.uk or by telephone 01772 253557.

Complaints about SEN provision should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The school complaints policy is available on the school website <https://www.eldon-pri.lancs.sch.uk/policies/>.

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.eldon-pri.lancs.sch.uk/send-special-educational-needs-and-disabilities/>.

Our local authority's local offer is published here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following school policies and documents:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- The SEN Information Report