



Stebbing Primary School Inclusion and Special Educational Needs and Disabilities (SEND) Policy

**Created/updated September 2019
Ratified By Gov. Body October 2019
Due for review 2021**

Please note key terminology detailed in this policy is defined in the appendix

INTRODUCTORY STATEMENT

Stebbing Primary School is committed to providing an appropriate and high quality education for all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. They should be equally valued in school without prejudice or discrimination. Stebbing Primary is committed to inclusion.

OBJECTIVES

1. To ensure the Special Educational Needs (SEN) and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, Special Educational Needs Coordinator (SENCo), and support staff as appropriate and provide specific provision matched to individual needs.
5. To enable children to leave our school with confidence in their own ability; with the skills to extend and apply their knowledge; and the belief that learning is enjoyable and rewarding.
6. To involve children and parents/carers at every stage in the planning and decision making process ensuring the child's needs are met.

INCLUSION

The SEND policy is part of the whole school inclusion policy which includes the Behaviour policy, Gifted and Talented policy and Accessibility policy.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Gender

- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Vulnerable pupils including those in receipt of Pupil Premium
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress, including substance misuse
- Any learners who are at risk of disaffection and exclusion

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best class for each child.

PROVISION

All schools are required to use the Essex Provision Guidance Toolkit and the Essex Local Offer to ensure that the relevant interventions are provided for all children who require them. Parents will be signposted to the Essex Local Offer when required.

Class based support

The class teacher remains responsible for working with a child on a daily basis. Class-based interventions are planned by the teacher and support staff will be involved in the implementation of these. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

Identification

Teachers make regular assessments of all pupils. Where a pupil is making less than expected progress over time the SENCo will then support the teacher in problem solving, advising the effective implementation of support and ensuring that the work provided is appropriate to the level the pupil has been assessed at. The SENCo informally gathers evidence including views from the pupil and parents and will put into place extra teaching or other rigorous interventions designed to secure better progress, where required.

The following criteria for identification of a child with SEN may be used as appropriate.

- Children who are working significantly below the National Curriculum for their key stage in Maths and English.
- Children displaying the characteristics of requiring additional school intervention and support as detailed in the Essex Provision Guidance Toolkit
- Children identified by outside agencies e.g. Speech therapists, GP.
- Children requiring greater in class support than the majority of their peers due to:

- mild learning difficulties
- moderate learning difficulties
- specific learning difficulties
- severe learning difficulties

The four broad areas of need are:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical needs

SEN SUPPORT

Once a child has been identified with SEN the school will inform parents of the special educational provisions and work closely together to formulate a graduated approach to ensure that effective SEN support is in place. This approach relies on the following four actions:

1. Assess
2. Plan
3. Do
4. Review

At this point in the process the child will have a One Plan written in conjunction with the class teacher, SENCo, parents, child and any specialists concerned.

One Plan

A One Plan is a document completed by the school with all stakeholders involved (parents, child, teachers, support staff and any specialists). The SENCo may be involved as necessary.

A One Plan sets out what is working and what is not working, the outcomes that everyone has agreed and SMART (small, measurable, achievable, relevant, time-based) short-term targets; specific strategies and provision and any additional information needed.

The One Plan will be implemented by the class teacher and support staff. Additional support is funded from the school's annual budget. A pupil's progress will be continually monitored and assessed. The One Plan will then be reviewed at least once a term and all stakeholders mentioned above will be invited to attend (as necessary).

School request for a Statutory Assessment

For a child who is not making adequate progress, despite a period of support at SEN support level, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an

Education, Health and Care Plan (EHCP).

The school will work closely with parents, the child and any relevant outside agencies to produce evidence to submit to the Local Authority (LA). Judgements will be made using the LA's current criteria ([Essex Banding Matrix](#)) for making a statutory assessment and they will decide upon the need for an EHC Plan and possible further funding.

If it is agreed to carry out a statutory assessment the LA will gather advice from all stakeholders (usually involving an Educational Psychologist (EP)) and a draft EHC Plan will be put together and an outcomes meeting will be arranged with parents, school and relevant representatives from the LA. Following the meeting, the agreed outcomes, needs and provision will be reviewed by a panel from the LA and an appropriate banding and associated funding will be proposed. The school and the parents then have a set amount of time to respond to this.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

EHC Plans

A child who has an EHC Plan will continue with the SEN provision already in place. Additional support will be implemented in line with the EHCP outcomes. The headteacher and SENCo will be responsible for the implementation of any overarching provision e.g. additional support staff. The class teacher will ensure that all 'in class' provision is put in place, with support from the SENCo and other professionals.

We have core funding from the school's SEN budget which goes towards a certain amount of provision for a child on a EHC Plan. The LA will then provide additional top-up funding where the costs of the special educational provision required to meet the needs of an individual pupil exceed the nationally prescribed threshold. This funding is in place to meet a child's outcomes from their EHC Plan and the school determine how best to utilise this funding, seeking advice from professionals.

Outlined below are details of the EHC Plan requirements for each child:

- Individual outcomes
- Agreed support from outside agencies (including specialist teachers)
- EHC Plan outcomes broken down into termly targets and reviewed with all stakeholders (parents, child, specialists, school)
- Annual review/person centred-review of outcomes
- Any specialist equipment needed
- [Outline of a child's needs](#)
- [Provision](#)

The purpose of the Annual Review/Person-Centred Review, chaired by the SENCo, will be

to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

OUR STAFF

SENCO

Our SENCO, Suzanne Chamberlain, has been in post for a number years. During this time she has achieved the National Award for SEN Coordination of Further Professional Studies from the University of Cambridge.

The role of the SENCO at Stebbing Primary is outlined below:

Responsible for coordinating all of the provision for children with SEN.

This includes:

- Supporting and guiding staff who work with children with SEN.
- Organising specialist visits
- Liaising with parents
- Arranging further training
- Observing and working with children with SEN.
- Monitoring the effectiveness of intervention strategies
- Coordinating meetings
- Reviewing and purchasing further equipment as necessary
- Attending regular cluster meetings and further training to update and revise developments in Special Needs Education and Inclusion.
- Devising and implementing School Development Objectives in line with the school's priorities
- Develop relationships with parents and carers and communicate key information when necessary

SUPPORT STAFF (TEACHING ASSISTANT - TA)

TAs are encouraged to extend their own professional development and receive observations and Professional Development interviews and training where this is appropriate. Adult provision for children with SEN is organised by the Senior Leadership Team in conjunction with the SENCo.

The role of the TA at Stebbing Primary:

- Build relationships and support children both emotionally and educationally
- Support children with SEN in reaching their individual targets
- Support children to ensure they are included in all appropriate class activities
- With support from the teacher, plan, deliver and evaluate suitable activities and strategies
- Monitor progress (in line with targets set) and provide regular feedback for the teacher
- Attend (where possible) review meetings

- Manage specialist equipment
- Develop secure working relationships with all outside agencies, implementing the necessary recommendations
- Develop relationships and communicate regularly with parents/carers.
- To build their knowledge through training and in-house support to gain an understanding of the needs of the pupil.

OUTSIDE AGENCIES

The Educational Psychologist

The school have access to support from an Educational Psychologist. Parental permission will be sought for any involvement.

Specialist teachers

The specialist teachers work directly with children where this is indicated on a EHC Plan. Class teachers plan alongside these specialist teachers who may attend and contribute to One Plans and Annual reviews/Person Centred Reviews. If the need arises a specialist teacher will be requested for any child who needs additional support beyond that of the support offered in school.

The SENCo liaises frequently with a number of other outside agencies, for example:

Family Solutions
 Social Services
 Emotional Wellbeing and Mental Health Service (EWMHS)
 School Nurse
 Police Community officer
 Speech and Language Therapy
 Physiotherapy
 Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Health and Social Services, Education Welfare Services and Voluntary Organisations

The school is proactive in working in a multi-agency approach. The Headteacher/SENCo attends meetings where professionals meet to seek solutions for the most vulnerable children.

The school regularly consults health service professionals. The school works with the school nurse team to meet any specific medical needs.

Social Services and the Education Welfare Service will be accessed through the Children

and Families Hub or the visiting Education Welfare Officer as appropriate. Class teachers will alert the SENCo if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

PARTNERSHIP WITH PARENTS

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.

Home-school communication book will be set up for any child that the school or parents feel may need additional input about their day. There is a set format for this, however, these can be adapted to suit individual needs.

At One Plan review meetings with parents/carers we always try to make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we aim to ensure that all parents/carers go away from the meeting clear about the actions and the way in which outcomes will be monitored and reviewed.

We aim to give parents as many opportunities as possible to contribute and share their thoughts and ideas about their child and their needs. One Plan targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All review paperwork will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Regular parenting and curriculum workshops are offered for parents/carers to attend through the Local Delivery Group and through in-house training.

Family consultations provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office and on the

website, sets out the steps in making a complaint in more detail.

ROLE OF THE GOVERNORS

The SENCo provides Inclusion updates including information to the Governing Body as to the numbers of pupils receiving special educational provision, as well as any pupils for whom a Statutory Assessment/EHCP has been requested. Senior Leaders will ensure that governors are kept up to date with any legislative or local policy changes.

A Special Educational Needs Governor is appointed and is available to discuss matters and gain a general understanding of the SEN principles and practices which occur in school.

ADMISSION ARRANGEMENTS

Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs.

Children identified, prior to joining our school, as having additional needs will also be supported to ensure a balance of both provision and opportunity.

We offer a transition period for children as they start Reception.

Prior to starting school, parents/carers of children with an EHC Plan or EHC Plan pending will be invited to discuss the provision that can be made to meet their identified needs and whether we are best placed to meet those needs.

Pupils with an EHCP

The Statutory Assessment Service work with parents of pupils who have an EHC Plan to support them in choosing an appropriate educational setting.

A consultation with the Statutory Assessment Service, schools and parents will take place and a school will be named in the EHC Plan.

Year 6 to Year 7 transfer

If your child is in Year 6 with an EHC Plan, the process for selecting a secondary school is linked to your child's EHC Plan.

An EHC Plan review takes place during Year 6 in consultation with the Statutory Assessment Service, schools and parents. A new EHC Plan will be proposed and a secondary will named in the plan.

If your child is in Year 6 and has SEN Support, or is in the process of being considered for an EHC Plan, you should make an application through the Year 6 to Year 7 transfer process.

TRANSITION

Reception staff will arrange a home visit prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo who may attend the home visit. Where necessary the SENCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEN issue the SENCo may contact the school to discuss the child's needs further.

Transition to secondary school is a very significant change in a child's life. This needs to be carefully managed. Staff are on-hand and keen to discuss such arrangements and offer support when selecting a new school for a child. Strong relationships with secondary schools in the area have been forged to ensure a smooth transition for children, particularly those with SEND.

ACCESS ARRANGEMENTS

Access to the Environment – (School Accessibility Plan)

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Access to Information (see also School Access Plan)

All children requiring information in formats other than print will have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Stebbing Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Terminology explained

Special Educational Needs and Disabilities - SEND

Special Educational Needs - SEN

Special Educational Needs Coordinator - SENCo

Education Healthcare Plan - EHC PLan

Attention Deficit Hyperactivity Disorder - ADHD

Autism Spectrum Disorder - ASD

Self evaluation form - SEF - This document is created by the school to evaluate our effectiveness against the Ofsted criteria and our priorities

School Improvement Plan - SIP - This document is used to drive whole school improvements

School Centred Initial Teacher Training - SCITT

Learning Mentor - Trained learning mentors in school who can support children's social and emotional wellbeing

Speech and language training - ELKLAN

Emotional Wellbeing and Mental Health Service - EWMHS

Class teacher - CT

Teaching Assistant - TA

Stebbing Primary's annual achievement - STEPs

School behaviour and communication system - DOJO

Speech and language assessment and intervention programme - WELLCOMM

Dyslexia intervention programme - Nessy

Local Authority - LA