



**Eccleston C.E. Primary School Let
*Our Light Shine***

**Special Educational Needs and Disability
Policy**

Curriculum Committee

Reviewed: Spring 2021

Approved by Curriculum Committee: Spring 2021

Approved by Full Governing Board: Spring 2021

Signed by Chair of Governors:

Review Date: Spring 2022

ECCLESTON C.E. PRIMARY SCHOOL

Special Educational Needs & Disability (SEND) Policy

This policy should be read in conjunction with **The School Offer** (SEND Information Report) available via the school's website.

Intent

This policy outlines our intent to meet our duty and obligation to provide a high quality education to all of pupils, including pupils with special educational needs and disabilities (**SEND**), and to do everything we can to meet the needs of pupils with **SEND**.

We aim to ensure that all pupils including those with **SEND** receive a broad and balanced curriculum that is appropriate to individual needs and abilities. We aim to ensure that pupils reach the highest possible level of personal achievement and to be fully included in all aspects of the curriculum and school life.

Implementation

At Eccleston School, we will work closely with **SEND** pupils, their parents and carers, the local authority (Cheshire West and Chester) and other education, health and social services to provide the best outcomes for all children with **SEND**. We recognise that those children in our school who have been identified as having a learning difficulty need support and so special provision will be made for them.

At Eccleston, we value the individuality of all our children, give them appropriate challenge and offer them lots of enriching opportunities so that our pupils will achieve the highest possible standards. By ensuring all pupils have access to everything that we do we hope to develop children's knowledge, skills and understanding and develop positive attitudes for life beyond school.

Impact

By respecting the rights of all children at our school (irrespective of difference in ability), we believe pupils will reach their potential and develop into active, successful and responsible adults.

This policy guides the way in which we will implement inclusivity for our children with SEND at Eccleston.

The **SEND Code of Practice (2015)** identifies four broad areas of need as:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health; and
- physical or sensory.

Identification of children with SEND

At Eccleston, we use a wide range of strategies for the early identification of pupils who may have SEND. We recognise the benefits of identifying need at the earliest point and then making effective provision through a **graduated approach**. Identification is assessed through observations, discussions and formal testing.

Children are identified as having a special need if they:

- ✦ are making less than expected progress;
- ✦ are failing to match or better previous rates of progress;
- ✦ are failing to close or widen the attainment gap between themselves and their peers;
- ✦ are behaving in a way that indicates social or emotional distress; and/or
- ✦ are known to have a sensory, physical or medical difficulty.

Support for children with SEND

At Eccleston all our teachers use **Quality First Teaching** to challenge all pupils. High quality targeted teaching is put in place when children are experiencing difficulties. Where difficulties persist, teachers will have discussions with parents/carers and the child about areas of strength and weakness and next steps will be identified and agreed.

A **graduated approach**/four part cycle of '**Assess, Plan, Do, Review**' is then used to support children with **SEND**.

Assess

This involves analysing the child's needs, using teacher assessment and experience of working with the child, details of previous progress and the views of the parents or carers. Regular reviews and assessments will ensure that the support and intervention is matched to the child's need and that barriers to learning are identified and overcome.

Plan

Planning will involve discussions between the teacher, **SENCo** and parents or carers, where agreed targets, interventions and support will be decided. Interventions may be used to support one or more of the four areas of need. The class teacher is responsible for the plan and will liaise with any adults involved to plan and assess the impact of support and interventions.

Do

Provision may involve in-class adult support, additional resources including computer programs or 1:1 interventions. The latter may be delivered by teachers, teaching assistants or other specialists.

Review

Regular reviews of progress will be made, evaluating the impact of the support and interventions. It will also take into account the child's views and those of parents or carers. Amendments can be made based on progress. Following regular reviews, interventions may be changed and new targets will be generated.

This will become part of the **SEND Child Profile** (See appendix to this policy), which will contain details such as:

- ✦ a summary of the child's Special Educational Needs and Disability;
- ✦ areas of strength;
- ✦ main areas of difficulty;

- ✦ desired outcomes for the cycle;
- ✦ additional needs or information;
- ✦ termly targets;
- ✦ assessment and pupil progress data.

The cycle will be reviewed and evaluated each term, or as appropriate. The review will be shared with the child and his or her parents/carers, enabling them to be involved in planning next steps.

Further advice and professional support may be sought and implemented as is considered necessary for the individual needs of the child.

Where pupils' needs are still not being fully met, the school may apply for **Top Up Funding** from the local authority. If money is allocated, the school will use this to provide specific and targeted support for the child. This often involves additional 1:1 adult support in core lessons but this is not the only way funding is used.

Occasionally, it may be necessary for the school to consider (in consultation with the parents and any outside agencies involved) applying for a statutory assessment. A panel of local authority specialists meet to decide if this is an appropriate approach for the individual and if agreed, an **Education, Health and Care Plan (EHCP)** is written. This becomes a statutory document outlining support and short and long-term outcomes for the child. The **EHCP** is reviewed at school annually.

SEND funding at Eccleston

Funding is determined by using a local funding formula, with an overall amount allocated to the **SEND** budget. This is not ring-fenced, and it is for our school to decide how best to use it. School is expected to provide support for a child with **SEND** to the nationally prescribed threshold per pupil, per year (currently up to £6000). Some pupils with higher levels of need may be entitled to **Top Up Funding**.

The Head, **SENCo** and **SEND** governor monitor and review the spending of **SEND** funds to ensure resources are having the best impact on pupil progress.

Responsibilities

Adults at Eccleston who have responsibility for SEND are:

Head teacher: Katie Prescott

Governor: Susan Willan

SENCo: Susanne Wearden

All class teachers

Support teachers

The role of the class teacher is to:

- deliver **Quality First Teaching** to all children, through a broad, balanced and relevant curriculum;
- take steps to identify children within their class who may have a special educational need or disability as early as possible;
- gather evidence to support this identification;
- liaise with the **SENCo** and parents;
- create a **SEND Profile** which contains relevant individual targets and outline support strategies for each child; and
- review provision and targets regularly.

The role of the SENCo is to:

- oversee the day-to day operation of the **SEND** policy and **The School Offer**;
- co-ordinate provision for children with **SEND**;
- ensure there is liaison with parents and other professionals in respect of children with **SEND**;
- advise and support other practitioners in the school;
- contribute to the continued professional development of the staff;
- ensure that an appropriate **SEND Profile** is place for each **SEND** child;
- ensure that relevant background and assessment information about children with **SEND** is collected, recorded and updated;
- liaise with external agencies;
- ensure that the **SEND Code of Practice (2015)** and **Cheshire Graduated Response to SEND** are followed; and

- ensure that transition procedures between classes and to other primary or secondary schools are suitable for each child.

The role of the SEND governor is to support the SENCo and take responsibility to:

- ensure that provision is made for pupils who have **SEND**;
- ensure that teachers are aware of the importance of identifying **SEND** in pupils early, and providing a high quality curriculum for those children with **SEND**;
- consult with the local authority and the governing bodies of other schools, when necessary or desirable;
- ensure inclusive practice for all pupils, so far as is reasonably possible;
- ensure the school's **SEND** policy and the **School Offer** include all information and are published as required by regulations;
- have regard to the **Code of Practice** when carrying out duties for pupils with **SEND**;
- ensure that the quality of **SEND** provision is continually monitored, evaluated and reviewed.
- see that **SEND** provision is an integral part of the School Development Plan.

Glossary of terms and abbreviations

SEND Profile - A document produced by the school about a child with SEND. The purpose of the child's **SEND Profile** is to provide views, information and advice relevant to the child or young person. This may include their strengths and needs, medical conditions and progress and will inform future planning.

Code of Practice (2015) - This document sets out details of the legal requirements that must be followed to meet the needs of children and young people with **SEND**. It provides statutory guidance that must be followed by law unless there's a good reason not to. It explains the duties of local authorities, health bodies, schools and colleges to provide for those with SEND.

EHCP - Education Health Care Plan - An EHC plan is a legal document that describes a child's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how

that help will support the child or young person to achieve what they want to in their life.

Graduated Approach/ Response - This is a four part cycle through which decisions and actions for pupils with **SEND** are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are: • Assess • Plan • Do • Review

The Local Offer - All local authorities have to publish how they support pupils with **SEND**. Cheshire West and Cheshire's Local Offer can be accessed via; www.westcheshirelocaloffer.co.uk (Live Well Cheshire West)

Quality First Teaching - This is high quality everyday personalised teaching that should be on offer for all children. It is an approach which involves high levels of pupil interaction, engagement and learning. Teachers use appropriate questioning, modelling, explaining and resources to motivate all pupils. There is an expectation for pupils to accept responsibility for their own learning and work independently and that teachers will provide a positive and enabling environment with lots of encouragement and praise.

The School Offer - This is a publication that every school is required to put on their website to outline how they support the needs of **SEND** pupils. It is sometimes called **The School Information Report**. Ecclestone's School Offer is available on our website.

SEND - Special Educational Need and Disability - A child is considered to have SEND if they have greater difficulty in learning than the majority of others of the same age, or if they have 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.

SENCo - Special Educational Needs and Disability Coordinator - A SENCo is responsible for the day-to-day operation of the school's **SEND** policy. All mainstream schools must appoint a teacher to be their SENCo. At Ecclestone, the SENCo is Susanne Wearden.

Top Up Funding - Schools are provided with a budget for each pupil on roll (Element 1 funding). They are also allocated funds which they are expected to use for pupils with SEND (Element 2). Top Up Funding

(Element 3) is provided for individual pupils who require a higher level of support. The money is provided by the local authority and is based on individual need.

Name		Setting		Primary Need	
D.O.B		SEN status			
Age Y:M		Legal status			
Year		TAF Consent?			
Communication and Interaction Strengths	Communication and Interaction Difficulties	Cognition and Learning Strengths		Cognition and Learning Difficulties	
Sensory and/or Physical Strengths	Sensory and/or Physical Difficulties	Social, Emotional and Mental Health Strengths		Social, Emotional and Mental Health Difficulties	

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SEND PROFILE

SEND 4a

Education, Health and Social Care Professional Involvement

Agency	Name	Date	Recommendations and Diagnoses	Evaluation

Long Term Outcomes and Personalised Interventions

Outcome to be achieved	Intervention Type	Ratio	Time	Evaluation – What difference has this made?

Total hours of personalised intervention per week				
Element 2 Spend Per Year	£	Element 3 Top Up Spend Per Year	£	Total Spend Per Year
				£

Short Term Outcomes and Personalised Interventions			
Date	Outcome to be achieved	Intervention type	Evaluation - What difference has it made?
Autumn Term			

Spring Term			
Summer Term			

Assessment of Progress

Please attach a Key to demonstrate what the assessment levels used mean as these will vary from setting to setting.

Subject	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Speaking									
Listening									
Reading									
Writing									
English									
Maths									
Science									
ICT									

Assessment of Progress in Preparation for Adulthood

Please attach a Key to demonstrate what the assessment levels used mean as these will vary from setting to setting.

Subject <small>(Add subjects studied below)</small>	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14			
English									
Maths									

Reading and Spelling Assessment Data								
Date of Test	Age Years/months	Name of Reading Test	Reading Accuracy		Reading Comprehension		Spelling	
			Age	Standardised Score	Age	Standardised Score	Age	Standardised Score

Other Assessment Data (BPVS, NVR, BKSB etc.)

Test Name

Test Data

Test Name	Test Data

Significant Achievements; Qualifications; Awards; Certificates; Milestones and Work Experience.

Early Years	
Key Stage 1	
Key Stage 2	
Key Stage 3	
Key Stage 4	

Post 16	

Profile completed by:	Name:	Date:	
Signatures and Declarations			
Principal/Head/Teacher/Noniminated Representative Declaration	<i>I declare that the setting has used a minimum of £6,000 of its Element 2/Place/Element 3 Top Up funding (if allocated) to provide personalised intervention to meet this child/young person's special educational needs and that this is a true representation of the child/young person's history.</i>		By ticking below you confirm that you hold the original, signed documents as submitted electronically to the Local Authority. Tick Here:
	Name	Date:	
	Signature:	Setting name and address:	

Parent Declaration	<i>I agree that this is a true representation of my child/young person's history and agree that it may be shared with other education, health & social care professionals as appropriate.</i>	
	Name:	Date:
	Signature:	
Child/Young Person's Declaration	<i>I agree that this information about me may be shared with other people.</i>	
	Name:	Date:
	Signature:	