

EPPING UPLAND C.of E. PRIMARY SCHOOL

Special Educational Needs (SEN) Policy

This policy aims to support inclusion for all of our children and complies with the statutory requirement stipulated in the SEND Code of Practice 0 – 25, (July 2014). It was written in October 2014 with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April '14
- The National Curriculum in England: framework for Key Stage 1 & 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Section 69(2) of the Children and Families Act 2014

Epping Upland C of E Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special educational needs and require particular action by the school.

Every teacher is a teacher of every child in their class, including those with special educational needs. Teachers take account of all children and where necessary, support individuals or groups of children to enable them to participate effectively in the curriculum and assessment activities. Some children may need additional or different help from that given to other children of the same age.

Some children may have special educational needs throughout the time they are at school. Others have special needs for a limited period during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type of the difficulty experienced by the child.

Aims

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process by ensuring
 - that our children have a voice in this process;
 - that parents are able to play their part in supporting their child's education; and
 - enabling all children to have full access to all elements of the school curriculum;

- identifying the roles and responsibilities of staff in providing for children's special educational needs;
- providing a SENCO (Special Needs Educational Needs Co-ordinator) who is responsible for providing support and advice to all staff working with pupils with special educational needs.

Identifying Special Educational needs

The SEN Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all adjustments and good quality personalised teaching provided by their own class teacher. A child's special needs will be identified within the four broad areas of need in the framework in the Code of Practice, ie.

- Communication and interaction,
- Cognition and learning,
- Social, mental and emotional health,
- Sensory and/or physical needs

Some children's needs will fall into two or more of the categories of need. The school's aim is always to consider the whole child so the school can work out what action it needs to take.

A Graduated approach to SEN support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SENs. For many pupils the adjustments made by the teacher will be enough to enable the child to make progress.

For those pupils who fail to make adequate progress, after thorough assessment the class teacher and SENCO will liaise and may decide to place the child on the SEN register. The special provision made for any pupil will be recorded and in some cases an Individual Education plan (IEP) will be drawn up to help the implementation of the special provision for a pupil. For almost all pupils, the school will be able to manage the special needs of children but sometimes pupils will require support from outside services, for instance assessment by the Educational Psychologist or input from the Speech and Language team. All SEN pupils except those with exceptional needs will be placed within a single category of support; SEN support.

Those children who need a very high level of support may be assessed as requiring an EHCP, (Education, Health and Care Plan). This higher level of support is funded partially by the LA and replaces what was previously known as a 'Statement of educational needs'. Assessment for an EHCP involves the school and outside agencies.

Managing the needs of SEN pupils

The needs and progress of children with special needs will be assessed regularly as part of the ongoing cycle of assessment undertaken by class teachers and in some cases through additional assessment by the SENCO.

Progress will be reviewed at least termly. If a child is considered to have made good progress over a period of time they will be removed from the Special Needs register.

When children with special educational needs are assessed through formal external testing, eg. KS2 tests at the end of Year 6, the class teacher will recommend whether any special access arrangements are necessary eg. enlarged texts for children with a visual disability.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

Parents and Carers can find out more about the local authority's SEN provision through the portal at <http://www.essexlocaloffer.org.uk>

The school's SEN information report can be found at <http://eppingupland.co.uk/special-educational-needs/>

More information about the school's admission policy can be found at <http://eppingupland.co.uk/admissions-policy/>

Supporting Pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

The school's policy on supporting children with medical conditions can be found at <http://eppingupland.co.uk/medicines-and-illness/>

Monitoring the provision of SEN support

The school regularly and carefully monitors and evaluates the quality of extra provision for children with special educational needs through observations and assessment of interventions, conversations between teacher and TAs and LSAs and sampling of parent view's and pupil's views. A system of Assess, Plan, Do, Review is implemented and individual plans where applicable are accessible to the SENCO, teachers and support staff to comment on all stages.

Training and Resources

The training needs of staff are identified and planned in liaison with teaching staff and responding to the specific needs of children. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends local SENCO meetings in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The SEN Governor reports back to the full governing body each term of SEN provision, training and any new changes to the provision and any areas of concern. The SEN Governor visits the school each term to monitor and observe SEN provision.

The SEN Governor at Epping Upland is Mrs Jo Rush; she is responsible for ensuring that all SEN resources are used to maximize the progress and attainment of children on the SEN register.

The SENCO is Mrs Sarah Hurwood.

The SENCO works closely with Mrs Hanne Green, the inclusion manager and Mrs Karen Smith, the well-being mentor.

Miss Lisa Lowe is currently undertaking SENCO training and will take on the role of SENCO once qualified.

Storing and Managing Information

Any details or details about children with special educational needs are kept in line with the school's policy on storing and managing information.

Reviewing the SEN policy

The SEN policy was reviewed and updated in October 2016.