



Epping Upland C.of E. Primary School

Special Educational Needs and Disabilities Policy

Head teacher:	Sarah Hurwood
SENCo:	Mrs. Clare Cooper - acting Senco covering Maternity Leave
SENCo Qualifications:	NASENCO (2013)
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Governor responsible for SEND:	Mrs. Susi Harrison
This policy will be reviewed annually or in the light of new government legislation	

Introduction

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) 3.65 and has been written 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

The responsibility for the management of this policy falls to the Head teacher; the day to day operation of the policy is the responsibility of the SENCo. The Governing Body, Head teacher and Inclusion Manager will work together closely to ensure that this policy is working effectively alongside other relevant policies.

School Admissions

No pupil will be refused admission to school on the basis of his / her special educational needs. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admission for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Our values and vision in relation to SEND Provision

This policy reflects and builds on the three principles identified in the SEND Code of Practice:

- The views, wishes and feelings of the child or young person and the child's parents
- The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

Aims:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Essex Education Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development
- To promote independence and resilience in pupils with SEND so that they are beginning to build the skills necessary for successful transition to secondary school and then on into adulthood
- To ensure all children at Epping Upland have a voice and that they are confident and able to use that voice to state their feelings, thoughts and needs
- To ensure that parents' views are taken into account

Objectives

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with SEND to have their needs met,
- To take into account the views of pupils with SEND,
- To encourage good communication and genuine partnerships with parents / carers of children with SEND,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with SEND,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated response to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior attainment, high aspirations and the views of the child and family,
- Share expertise and good practice across the school and locality,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of SEND,
- Have regard to guidance detailed by Essex Education Authority

Identifying Special Educational Needs

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents / carers, pupils and all other agencies.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEN may also have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'Long-term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. (SEN Code of Practice 2014 p5)

Epping Upland recognises the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Termly tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by teachers, parents or other agencies

- As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be barriers to learning including;

- Attendance and punctuality
- English as an additional language (EAL) – if necessary a translator will be used to assist
- Being in receipt of a Pupil Premium Grant (PPG)
- Economic disadvantage
- Disability
- Medical conditions
- Being a Child Looked after or previously looked after
- Being a child of a Serviceman/woman

Epping Upland School acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding whether a pupil requires additional SEND support the Inclusion Manager and class teacher will review current arrangements to meet the child's needs within High Quality Teaching and class interventions. Following this, any further modifications and adaptations that need to be put in place to enable a pupil to make progress will be discussed and implemented.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PML), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of difficulties categorized under SEMH. These can manifest themselves in many ways including becoming withdrawn or isolated, or presenting with challenging behaviour. These behaviours may reflect an underlying mental health issue such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorders.

Communication and Interaction Needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Condition (ASC) or Social Communication Difficulties, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and / or Physical Needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

High Quality Teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modeling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate pupils.

At Epping Upland we adopt a “high quality teaching” approach. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

IDENTIFICATION, ASSESSMENT AND REVIEW

Early concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns raised by teachers, parents /carers or other agencies are addressed by **appropriate differentiation** within the classroom and a record is kept of the strategies used.

The Essex ‘**Provision Guidance Toolkit**’ is used to help identify and support pupils. This document provides an evidence based reference for class teachers. The class teacher can use the toolkit to ensure that they are doing all they can to meet the needs of the pupil through High Quality Teaching. This can then be used in later discussions should concerns persist.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the Inclusion Leader to assess if a pupil has a significant difficulty and agree appropriate support.

Examples of assessment tools and materials used in our school:

- Schonell Spelling Assessment

- New Salford Sentence and Comprehension Reading Test (SSRT)
- York Assessment For Reading Test (YARC)
- Emotional Literacy Assessment and Intervention
- Observations
- Regular Book Scrutinies
- Wellcom Speech and language assessment tool
- Pupil Progress Meetings

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of their peers,
- Match or better the pupils' previous rate of progress,
- Close the attainment gap between the pupil and their peers,
- Prevent the attainment gap growing wider.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher. This will always involve discussion and agreement with the pupil's parents / carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour programme;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;

- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

A Graduated Response to SEND

'The Code of Practice outlines a graduated response to pupils' needs. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.' (Code of Practice September 2014).

When strategies from the Quality Teaching section of the Provision Guidance toolkit fail to enable the pupil to make progress, further strategies and interventions can be adopted. These are documented in the Additional Support and High Needs sections. It is at this stage that, following the appropriate assessments and advice, a **graduated response** would be put in place and the pupil would be placed on the SEND register.

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and action are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response of: **Assess, Plan, Do, and Review.**

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and action are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response – **Assess, Plan, Do, Review**.

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings and their progress will be discussed during the usual cycle of parental consultation meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set and these are known as One Planning Meetings.

Assess

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties. Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

School should take seriously any concerns raised by a parent. These should be recorded and compared to the school's own assessment and information on how the pupil is developing. As part of this information gathering process the school can use the checklists provided in the Essex Provision Guidance Toolkit. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Inclusion Leader should contact them providing parental consent has been granted.

Plan

Where it is decided to provide a pupil with SEND support, a One Planning meeting will be held for the child. The teacher and the Inclusion Leader should agree, in consultation with the parent and the pupil, the support and any interventions to be put in place as well as the expected impact on progress, development or behavior. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Where appropriate, advice from outside agencies will be documented. In order to review the outcomes and any progress made, a date also needs to be set for the next One Planning meeting the following term.

All the information discussed at the meeting will be compiled into a Person Centred Review Report and a One Page Profile or Leaflet. Parents and outside agencies will receive copies of the paperwork and copies will be held in the pupil's SEND folder to allow easy access.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Leader should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least termly and by the agreed date. Parents will be invited to attend along with pupils when this is appropriate. Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings. The class teacher, working with the Inclusion Leader, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where appropriate outside agencies will be asked to contribute to this review.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or in addition to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring school support. At this point, through discussion and agreement with parents / carers the pupil will be removed from the SEN register.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs and / or disabilities of the pupil, the child has not made expected progress, the school or parents / carers should consider requesting an Education, Health and Care Plan (EHCP) needs assessment. Evidence gathered at regular One Planning meetings and close discussion with outside agencies will determine whether this statutory assessment of needs is required.

Where a pupil has an Education, Health and Care Plan (EHCP) staff, parents and the pupil should meet termly to discuss progress. The Plan must formally be reviewed every twelve months.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring programme. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Supporting Pupils and Families

We value and appreciate the positive role and contribution that parents /carers make. We make every effort to work in full cooperation with them, recognising and respecting their roles and responsibilities.

Parents /carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents /carers with the relevant information so that they can reinforce learning in the home.

At Epping Upland we endeavour to support parents /carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child,
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education,

- Understand procedures and documentation,
- Make their views known about how their child is educated,
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents /carers of a child with SEND support will have the opportunity to meet with the SENCo at least three times a year formally. The SENCo is happy to meet with parents / carers at other times wherever possible.

Pupil Voice

At Epping Upland we hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways which are appropriate to age and ability. These views are welcome at any time but are specifically sought as part of One Planning meetings, an annual review and at the end of a targeted intervention. We also ask pupils to contribute to the setting of their own personal targets and outcomes.

Partnership with External Agencies

The school is supported by a wide range of agencies such as the Educational Psychology Service, Specialist Teacher Team, Occupational Therapy Service, Speech and Language Service and the School Nurse Service.

Transition

A change of school, staff and class can be an exciting yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. We liaise closely with the transferring school and relevant staff members are invited to One Planning meetings during the summer term.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs.
- Each year we map our provision to show how we allocate human resources to each class; this is reviewed regularly and can change during the academic year, responding to the changing needs within our school.
- This may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention groups or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.
- Continuing Professional Development (CPD) for Special Educational Needs

- The Inclusion Leader and any staff working with pupils with SEND attend regular meetings in school and within the locality to update their knowledge.
- External trainers are brought in periodically to address more specialist training needs such as training staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for additional resources to the local authority.

Personal Budgets

Personal budgets are only available to pupils with EHCPs. Funding can be made available to parents /carers as a personal budget for them to commission their own provision for their child under certain conditions.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Head teacher and SENCo, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's special educational needs,
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND,
- Designate a teacher to be responsible for coordinating SEND provision,
- Inform parents /carers when they are making special educational provision for a child,
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The named governor for SEND is Susi Harrison

Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Head teacher will keep the Governing Body fully informed on special educational needs issues. The Head teacher will work closely with the SENCo and the SEN Governor.

SENCo/Inclusion Manager

In collaboration with the Headteacher and Governing Body, the Inclusion Leader determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The Inclusion Leader takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents /carers and external agencies. The Inclusion Leader provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

Through analysis and assessment of children's needs and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Inclusion Leader develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The Inclusion Leader liaises and collaborates with class teachers so that learning for all children is given equal priority. The principle responsibilities for this role include:

- Overseeing the day-to-day operation of the SEND policy,
- Coordinating provision for SEND pupils and reporting on progress,
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review,
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- Monitoring relevant SEND CPD for all staff,
- Overseeing the records of all children with SEND and ensuring that they are up-to-date,
- Liaising with parents / carers of children with SEND,
- Being a point of contact with external agencies,
- Overseeing transition of SEND to the next setting or class,
- Monitoring the impact of interventions provided for pupils with SEND,
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan,
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND,
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils,
- Class teachers are responsible for setting suitable learning challenges and facilitating effective SEND provision in response to pupils' diverse needs in order to remove potential barriers to learning. The process should include working with the Inclusion Leader to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessments and experience of the child as well as previous progress and attainment,
- TAs will liaise with the class teacher and the Inclusion Leader on planning, on pupil response and on progress in order to contribute effectively to the graduated response.
- Meeting Medical Needs

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children also have SEND their provision should be planned and delivered in a coordinated way. For those children with an EHCP this will be used as it brings together health and social care needs as well as their SEND provision.

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. Please see the school Medical Policy for further details.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users as the school is on a ground floor level and has disabled toilet facilities. There is capacity for Blue Badge Holders to park on site.

Storing and Managing Information

Pupil SEND records will be kept in accordance with the DfE guidance contained in 'Statutory Policies for Schools' (February 2014).

http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

The SEND policy and the SEND Information Report can be found on the Epping Upland website. www.eppinguplandcofeschool.co.uk

Responding to Complaints

In the first instance parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's complaints policy on the website www.eppinguplandcofeschool.co.uk