

# Eastwick Schools

## Special Educational Needs



**Governors' Committee Responsible:** T&L **Status:** statutory

**Review Period:** 1 year

**Next review Date:** March 2018

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### 1. Ethos Statement:

The Eastwick Schools are committed to the successful inclusion of pupils with Special Educational Needs (SEN). We respect the unique contribution which every individual can make to the community and we seek to place this contribution within a clear structure which embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Eastwick Schools, every teacher is a teacher of all pupils, including those with an SEN

### 2. Definition of SEN

**At our school we use the definition of SEN and of disability from the revised SEND Code of Practice (2014).**

This states:

**SEN:** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is different from or additional to that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### 3. Key roles and Responsibilities

#### 3.1 SENCO

The SENCO has day to day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual mainstream pupils with SEN, including those who have an EHC Plan. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

**3.2 SENCO name:** Katherine Bletso (junior school) National Award gained December 2012; and Ellen Smith National Award pending (infant school)

**Contact details:** [k.bletso@eastwickschools.net](mailto:k.bletso@eastwickschools.net) and [e.smith@eastwickschools.net](mailto:e.smith@eastwickschools.net).

**3.3 SLT members:** all SENCOs and Head of Centre are on the SLT

**3.4 The Head of Centre** (both infant and junior) is Miss Rebecca Langley. Her role is to lead on and co-ordinate provision for children on the SEN register within the centre.

**Contact details:** [r.langley@eastwickschools.net](mailto:r.langley@eastwickschools.net)

**3.5 Staff** in school with specific roles:

**3.5.1 SEN Governor** – Paula Abreu and Iain White. They are members of the Governing Body of the schools and have specific responsibility for overseeing the school's provision for pupils with special educational needs.

**3.5.2 SEN teaching assistants** - There are teaching assistants (SNA) in all classrooms where support is needed for children with a statement or an EHC Plan. There are also teaching assistants (CA) who will be timetabled to support specific children/groups throughout the school. Teaching assistants will support children to:

- ✓ Access the curriculum with increasing confidence and independence
- ✓ Aid children's organisation of resources and work space
- ✓ Liaise with SNT and CT on child's progress
- ✓ Aid inclusion into school community e.g. playground
- ✓ Advise CT and SNT of any changes in child's progress or ability to access curriculum
- ✓ Teach in 1:1 or small group situation/ deliver intervention programmes
- ✓ Support the management of behaviour
- ✓ Support home/school liaison

**(Roles and responsibilities may vary depending on the need)**

**3.5.3** The Designated Child Protection Officer is Mrs K O'Brien; deputies are Louise Parker and Katherine Bletso, Rebecca Langley, Nuala Blaney and Janet Harrison

**3.5.4** Pupil Premium and funding for looked after children is managed by Louise Parker

**3.5.5** Qualified first aiders are responsible for meeting the medical needs of pupils. Where children have specific medical needs e.g. epipens, catheterisation and diabetes then only staff who have been specifically trained will give medical care. Details of specific medical needs are held on the child's individual medical plan.

## 4 Introduction

**4.1** This policy was written in line with the statutory guidance set out in the revised SEND Code of Practice (2014). It was created in partnership with the SEN Parent Reference Group which includes the Head Teacher, the SEN Governors, the SENCOs, the Head of Unit, representative staff, parents and pupils with SEN in both schools.

**4.2** You can get our policy in a number of ways:

- The school website if you follow the SEN button
- In the school's prospectus
- A hard copy on request at the school office
- **Please let us know if you need this to be made available to you in a different format.**

## 4.3 Context

**This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following related guidance and documents.**

- ✓ **Equality Act 2010: advice for schools DfE Feb 2013**
- ✓ **Schools SEN Information Report Regulations ( 2014)**
- ✓ **Statutory Guidance on Supporting Pupils at school with medical conditions April 2014**
- ✓ **The national Curriculum in England KS1 and 2 framework document Sept 2013**
- ✓ **Safeguarding Policy**
- ✓ **Accessibility Plan**
- ✓ **Teachers' standards 2012**

## 5 Aims and Objectives

### 5.1 Aims

At Eastwick schools, all pupils regardless of their particular needs are provided with inclusive teaching which will enable them to make the best possible progress within school and to ensure that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need

- Ambitious educational and wider outcomes will be set for them together with parents and child at the centre.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

## **5.2 Objectives**

- To develop a Parent Reference group to ensure effective communication and co-production of policies and practice related to pupils with SEN and disabilities
- To develop effective whole school provision management of waves 1, 2 and 3 support for pupils with SEN and disabilities
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEN and disabilities with their parents/carers at the centre

## **6 Identification of Needs**

The revised Code of Practice refers to four broad areas of need. They are as follows:

### **6.1 Communication and interaction**

Children and young people 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 is being said to them or 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 and young people with ASD, including Asperger's Syndrome and Autism, 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.

### **6.2 Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Children with moderate learning difficulties (MLD) or severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Children with profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

### **6.3 Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **6.4 Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which 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 and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not

necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

At Eastwick schools, we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the SEN of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

## **7 A Graduated response to SEN Support – A Whole School Approach**

**Provision for children with SEN is a matter for the school as a whole.** Every teacher is a teacher of children with special educational needs. Teaching all children is therefore a whole school responsibility. The revised Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. 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. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pathway Plans and one page profiles are used to record additional provision for pupils on the SEND register.

At Eastwick Schools, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- highly focused lesson design with clear, defined objectives
- high expectations of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling 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 authentic praise to engage and motivate pupils.
- high expectations

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 SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and ensure high quality teaching.

### **7.1 Assess**

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We keep track of pupils' progress through 6 weekly tracking meetings and weekly year group meetings. We quickly 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

The first response to such lack of progress is high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make

additional progress with wider development or social needs in order to make a successful transition to adult life.

## **7.2 Plan and Do**

Where it is decided to provide a pupil with SEN support, we will talk to the parents and child. We will agree with you what adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The class teacher, or SEN teacher (where appropriate) remains 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 or subject teacher, they should still retain responsibility for the pupil.

## **7.3 Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will 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. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Deputy Head and SENCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document

## **7.4 What does Additional Support mean?**

Additional support does not necessarily mean that the child will have TA support. SEN support can take many forms:

- a special learning programme for your child
- extra help from an adult
- making or changing materials or equipment
- working with the child in a small group
- observing your child and keeping records
- helping your child to take part in class activities
- supporting your child with physical or personal care difficulties

## **8. Managing pupils needs on the send register**

All children on the SEND Register will have a Pupil Profile and a SEND support arrangement, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. The SEN teacher for the year group and/or SENCO/ Head of Unit may also be involved in that review meeting. These are then shared with everyone involved with the child. The SENCO reviews all School records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes. There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding.
- Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil

## **9. Supporting families and pupils**

The school is committed to establishing and maintaining good working relationships with the families of all our pupils. Your child and family is at the centre of everything we do and we will work with you to achieve the best outcomes for your child. Further support and help can be found in the following ways:

- The Eastwick schools SEN Information report – response to 14 questions, which can be found on our website
- Surrey's Local Offer which can be accessed via their website [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk)
- The school's access arrangements for exams. If your child needs extra time/support in test conditions, please speak to Nuala Blaney, the assessments officer, in the first instance
- Our transition arrangements. We have excellent links with local junior and secondary feeder schools. When your child makes the transition to their new school or class; we have transition plans in place to support their move.
- In the case of children with more complex needs, we are experienced in supporting families in choosing the best provision for your child.

## **10. Supporting Pupils at school with a medical Condition**

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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Policies" tab on the school website.

## **11. Training and resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. 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. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENCOs regularly attend the Effingham Partnership's and Surrey SENCO network meetings in order to keep up to date with local and national updates in SEND.

The Head of Centre regularly attends specific network meetings and works closely with other heads of centres and special schools to develop best practice and share ideas.

## **12. Monitoring and Evaluating SEN**

Provision for pupils with SEND is a matter for the school as a whole. The Board of Governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

**The Head Teacher is responsible for:**

the management of all aspects of the school's work, including provision for pupils with special educational needs

- keeping the Governing Body informed about SEND issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools SEND policy and the effects of inclusion policies on the school as a whole

**The SENCOs and Head of Centre (regarding provision for centre children) are responsible for:**

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), Setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners In the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEN moderation

**Class teachers are responsible for:**

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, Parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

**TAs should:**

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND; use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

**STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil file in fireproof cabinets in the SEN office; these cabinets are kept in a secured room. SEND records will be passed on to a child's next setting when he or she leaves Eastwick. The school has a confidentiality policy which applies to all written pupil records.

## **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Eastwick's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

## **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab.

## **Links with other policies**

**The SEN policy should be read in conjunction with:**

Assessment  
Target Setting  
Teaching and Learning  
Staff Development  
Equal Opportunities  
Marking  
Accessibility  
Moral, Spiritual, Social and Cultural  
Gifted and Talented  
Risk Assessment  
Educational Visits  
Subject based policies  
Racial Equality  
Physical Interventions  
Intimate Care