

# SEN policy and information report



## Eastcombe Primary School

**“Aim High, Believe and Achieve”**

Approved by:

Date:

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### 1. Aims

At Eastcombe Primary School it is our aim to ensure that all children, whatever their learning difficulties, are enabled to fulfil their potential.

Each child will learn by participating in a range of specially planned activities tailored to their own particular need.

By this means, each child is sensitively encouraged to move forward, developing confidence and pride in their own achievements.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENDCo and all other members of staff - both teaching.

We will enhance the opportunities for any child who has learning difficulties by providing the best possible support strategies in a consistent way.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Kirsty Harbin

Email [kharbin@eastcombe.gloucs.sch.uk](mailto:kharbin@eastcombe.gloucs.sch.uk) phone:01452 770227

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEND governor:**

**Mrs Gill Clifton**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The headteacher:**

**Mrs. Claire Jones** [head@eastcombe.gloucs.sch.uk](mailto:head@eastcombe.gloucs.sch.uk)

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- Identifying whether a child in their class or set has SEND and what those needs are, with support from the SENCo as necessary
- Ensuring suitable provision for children with SEND is made in all lessons and activities.
- Following and implementing the school's procedures for identifying, assessing and making provision for pupils with SEND through the graduated approach
- Showing differentiation in planning which takes note of SEND outcomes written on My Plans, My Plan+ and EHCPs
- Updating, maintaining and deploying My Plans, My Plan+ and EHCPs
- Monitoring and recording the progress and attainment of SEND children in their classes
- Ensuring that a log of interventions and resources deployed is kept up to date and is available at all times
- Communicating and meeting with parents and all stakeholders to ensure that they are fully engaged with interventions both in and outside of school
- Using effective and varied teaching strategies
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **5.2 Identifying pupils with SEN and assessing their needs**

Initial concern is most frequently expressed by a child's teacher, though occasionally it is initiated by a parent or another professional. We follow the graduated pathway and use the Gloucestershire

All, or some, of the following information will be drawn together to consider whether it is appropriate for the child to receive special support by the teacher and SENDCo.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Social, Communication and Emotional issues arise which effect learning.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **The Graduated Pathway**

### **STEP 1: QUALITY FIRST TEACHING:**

As outlined in the inclusion statement in the National Curriculum in England KS1 & KS2 Framework document, Eastcombe Primary School will endeavor to provide quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who may or may not have SEND. Senior staff monitor the quality of teaching in the school.

Lessons should be planned to ensure that there are no barriers to every pupil achieving. In almost all cases, such planning will mean that these pupils will be able to study the full national curriculum. Some pupils will need access to specialist equipment and different approaches.

With the right teaching, that recognises their individual needs, many pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the planning stage and adjusted accordingly.

The emphasis is on a person-centered approach. As part of the person-centered approach, pupils are invited to provide information about themselves. These may include their hopes and goals, what is important to them and what helps them and what doesn't. This would form **My Profile**.

### **STEP 2: SEN SUPPORT – MY PLAN**

Once a child has been identified with additional needs then he/she will have a My Plan written in conjunction with the class teacher, pupil, SENCO and parent, to help meet additional needs. These needs may include learning, health, wellbeing, communication, social inclusion or care. This will be reviewed on a regular basis. If the review of a My Plan shows that the child is not achieving outcomes then further involvement of other agencies may be required with a possible move to a My Plan +. Support provision will be offered depending on the additional needs of the child.

### **STEP 3: SEN SUPPORT - MY PLAN +**

My Plan + is where a Multi- agency approach is needed to support the child. This is where wider needs would be addressed. This could be medical /health or social needs relating to home and family which may impact on learning needs and /or wellbeing.

Parents and school will complete a My assessment which will provide a more detailed picture of the whole child and then regular TAC meetings will take place to help support the child with

barriers to learning or other special needs. Parent(s)/Carer(s) will be involved in the team around the child meetings to help identify support needs required.

If the child progress doesn't improve then through discussions with parents and professionals it will be suggested to continue along the graduated pathway which will be working towards an EHCP. If this is the case, an evidence-based request may be made to the Local Authority to conduct a more detailed assessment possibly leading to an Education Health and Care Plan. (EHCP)

#### **STEP 4: EDUCATION, HEALTH AND CARE PLAN**

An Education Health and Care Plan is a statutory plan to meet significant educational needs. A child may need this plan if significant educational needs require a higher level of support than offered through the My Plan +.

ANNUAL REVIEWS- These will take place annually. It is an opportunity for the Class Teacher, Parents and SENCO to discuss the pupil's EHCP plan, and make alterations in light of progress made.

At every stage there are parent consultations and on-going reviews of the progress made by the child

### **5.3 Consulting and involving pupils and parents**

At Eastcombe Primary School, we know that a close working relationship with parents/carers is vital in order to ensure:

Early and accurate identification and assessment of SEND leading to appropriate intervention and provision

- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively.

We aim to involve parents/carers in important decisions regarding their child's education.

Parents/carers are actively encouraged to contribute their opinions. This may be through:

Discussions with the class teacher, liaison with outside agencies requested through the school's provision, parent's evenings, discussions with the SENCO or Head Teacher or the My Plan process.

Parents/carers are asked to comment on their child's My Plans, My Plan + and EHCP with possible suggestions that could be incorporated.

Parents/carers meetings take place three times a year at the start of each long term (October, February and May). In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

The SENCO may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required. In accordance with the Equality Act (2010), parents/carers can access the school's SEND Information Report on the school's website.

Some families may choose to self-fund independent external agencies, regarding their child's needs, for example, educational psychologists or speech and language therapists. All maintained schools, including Eastcombe have access to quality assured and vetted agencies which can be accessed at the appropriate stage of a child's needs and phase of the graduated pathway. We would recommend that these services are utilised in partnership with the school.

However, should parents wish to work with their own independent agencies outside the school, we will support this decision and would recommend that appointments/interventions take place outside of school hours. We feel that we are not in the position to authorise independent agencies access to the classroom due to safeguarding other children and families, and the unknown quality assurance of the service.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Reception staff will liaise with pre- school settings and visit as necessary. SENDCo meets with parents, nurseries and secondary schools to share information and strategies on individual pupils. In year transition support planned collaboratively with SENDCo and if needed multi agency support. SENDCO and staff meets with all secondary schools to discuss transfer children in Year 6 and with support of TAC meetings.

#### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

#### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## Area of need and provision.

Area of need	Quality 1 <sup>st</sup> teaching	My Plan	My Plan +
<b>Cognition and learning</b>	Differentiated curriculum planning for all. In class TA support In class targeted teacher support Visual Timetables Communication in Print resources Use of writing frames and planners Access to IT Peer support Regularly reviewed interventions.	Basic Skills catch up programmes Increased in class TA support Reduced/ increased personalised timetables	Small group and 1:1 interventions Exam concessions Dual Placement Advice from Educational Psychologists Advice from Advisory teaching Services. Personalised curriculums.
<b>Communication and Interaction</b>	Differentiated curriculum planning for all. Increased use of visual support resources Use of communication in Print Visual timetables Use of Makaton Signing	In class support from TAs to utilise quality 1 <sup>st</sup> resources Use of IT for vocabulary support	Speech and language therapist support Social Skills groups Advice from Educational Psychologists Advice from Advisory teaching services Use of Makaton Signing
<b>Emotional, Social and mental Health</b>	Whole school behaviour policy. ABC sessions Buddy systems Learning Support Mentors General advice from Community Family Worker	In class support to support behaviour targets Access to Community Family worker Withdrawn support for focused work on areas of need.	Small group or 1:1 support for social skills Anger management courses Individual Counselling Advice from EP Advice from CYPS Pastoral Support Plan Targeted family support from Community family worker. Off-site alternative provision Dual Placement
<b>Sensory and</b>	Writing slopes	Fizzy programme Additional fine motor	Individual support within lessons and PE / break times.



<b>Physical</b>	Seating pads Coloured overlays for reading Flexible teaching arrangements	group support	Occupational Health involvement Advice from EP Advice from Advisory teaching service
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### 5.8 Additional support for learning

We have 3 teaching assistants who are trained to deliver interventions such as dancing bears, phonics, fizzy and wellbeing interventions

Teaching assistants will support pupils on a 1:1 basis when the need as been identified on their My plan.

Teaching assistants will support pupils in small groups when the need has been identified on their My plan

We work with the following agencies to provide support for pupils with SEN:

Educational psychologist, Advisory teaching services, CYPS, Early Help, Family first, SEND team, Occupation health, Speech and language and school nurse services.

### 5.9 Expertise and training of staff

Our SENCO has 6 years previous experience in this role and has worked as a class teacher as well as SENCO, she has gained her National SENDCO award.

She works alongside head teacher to provide SEND support

We have a team of 3 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in supporting children with anxiety and trauma. Staff have also trained in Team Teach and selective mutism. We going to develop staff CPD throughout the year through staff meeting, cluster groups or outside agencies.

### 5.10 Securing equipment and facilities

We risk assess the equipment and facilities to make sure they will meet the need of the children in our setting.

### 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### 5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- We are a small school and we are very inclusive. We have an ongoing PSHE programme and run social and emotional interventions for example: The anxiety gremlin support group, worry monster and social scenarios and skills.
- We will work in small groups to help social and emotional issue using comic strip conversations, socially speaking activities and other actives suggested by outside agencies.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We work with a variety of outside agencies and they involvement depends on the needs of the child. They are able to advise us with support with teaching and activities to help the children reach their targets. We work closely with them in team around the family or child meetings, ECHP review or my assessments.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Then onto the SENCO and if the issue is unable to be resolved they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Please see our Local Offer and Appendices

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) which provides information, advice and support on matters relating to children and young people with special educational needs and disabilities

[SENDIASS Gloucestershire | Special Educational Needs & Disability \(sendiassglos.org.uk\)](http://sendiassglos.org.uk)

### **5.17 Contact details for raising concerns**

**Head Teacher:** Mrs Claire Jones

**SENCO:** Kirsty Harbin

**SEND Governor** Gill Clifton

**Designated Safeguarding Lead:** Mrs Claire Jones

## 5.18 The local authority local offer

Our contribution to the local offer is: On the website and glosfamilies directory

Our local authority's local offer is published here:

[https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=TtmEH\\_pqkhE#ocaloffer](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=TtmEH_pqkhE#ocaloffer)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Kirsty Harbin SENDCO and SEND Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Class teachers are responsible for assessing and evaluating of the impact of interventions and their on-going progress. Whole school pupil progress will be monitored on a termly basis by the SENCO and Headteacher. From this overview a report will be issued to the SEND governor who will in turn feed back to the governing body.

The success of SEND outcomes for children for whom special provision is made will be recorded on their My Plan, My Plan + or EHCP review, which is updated every short term (every six weeks). This helps to identify whether provision is effective. In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, informal discussion and through meetings with parents.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy
- Complaints policy

## Appendices

### Useful web links

Gloucestershire guidance booklet to special educational needs

[gloucestershire guidance for practitioners working with children and young people 2nd ed.pdf](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=TtmEH_pqkhE#ocaloffer)  
([openobjects.com](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=TtmEH_pqkhE#ocaloffer))

My Child has additional needs, what does this mean and what can I do?

[https://www.gloucestershire.gov.uk/media/2779/gcc\\_1117-send-a5-v9.pdf](https://www.gloucestershire.gov.uk/media/2779/gcc_1117-send-a5-v9.pdf)

Videos to introduce the graduated pathway

[Video Introduction to the Education Health & Care Plan and Graduated Pathway - Schoolsnet \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk/schoolsnet)

Gloucestershire families directory: support for clubs, early help and parenting classes  
[Glofamilies Directory](#)

The Door in Stroud support for social and mental health.  
[The Door Home -](#)

#### Allsorts

Crafted with creativity and packed full of fun, the Allsorts team offers a huge amount of extra-curricular activities for young people. Tailored to suit different ages and abilities, there is plenty to choose from. From youth clubs to sports clubs, nature walks and ways to get creative, there's also a huge range of play sessions too. We pride ourselves on the support we give to the wider family – whether that's through advice surgeries, parent and carer or grandparents groups, or siblings hang-outs.

[Home - Allsorts \(allsortsglos.org.uk\)](https://www.allsortsglos.org.uk)