

SEN policy and information report



Eastcombe Primary School

“Aim High, Believe and Achieve”

Approved by:

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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. We encourage all of our children to 'aim high, believe and achieve'.

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 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 SEN governor

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

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:

- 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, using the cause for concern form which identifies strengths and difficulties and what they have done already and their concerns, though occasionally it is initiated by a parent or another professional. We follow the graduated pathway and use the Gloucestershire Guidance Booklet 2nd edition to support [section 2-identification and assessment of additional needs.pdf \(openobjects.com\)](#)

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.

5.3 Consulting and involving pupils and parents

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.

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.

We will also provide the following interventions:

Counting sleep, phonics, maths, reading, spelling, Apples and Pears, Dancing Bears, Fizzy, ELSA, Toe by toe, Precision teaching etc.

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	Quality 1 st teaching	My Plan	My Plan +
Cognition and learning	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 individualised timetables	Small group and 1:1 interventions Exam concessions Dual Placement Advice from Educational Psychologists Advice from Advisory Teaching Services. Individualised curriculums.

Communication and Interaction	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 st 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
Emotional, Social and mental Health	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

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 is 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.

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 following the Pink curriculum from GHLL and run the anxiety gremlin support group to help those who need it as well as other relevant interventions such as worry monsters.
- 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 \(sendiassglos.org.uk\)](https://sendiassglos.org.uk)

5.17 Contact details for raising concerns

Kirsty Harbin – SENCO

Claire Jones - Head Teacher

Emily Luckham - SEND governor

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#localoffer

6. Monitoring arrangements

This policy and information report will be reviewed by Kirsty Harbin SENDCO and Emily Luckham 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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Appendices

Useful web links

Gloucestershire guidance booklet to special educational needs

[gloucestershire guidance for practitioners working with children and young people 2nd ed.pdf \(openobjects.com\)](#)

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

Videos to introduce the graduated pathway

[Video Introduction to the Education Health & Care Plan and Graduated Pathway - Schoolsnet \(gloucestershire.gov.uk\)](#)