



Everton Primary School

Special Educational Needs and Disabilities Policy

Adopted: 12th November 2014

Next Review date: Summer 2025

Contents:

1. Working in partnership with parents and pupils.....	03
2. Aims and objectives.....	04
3. Quality first teaching and identification of needs.....	04
4. Definition of special needs provisions.....	07
5. Access to the curriculum.....	10
6. Inclusion of all pupils.....	10
7. Admission arrangements.....	10
8. Responsibilities for the coordination of special educational needs provision.....	11
9. Arrangements for coordinating and sharing information.....	11
10. Specialist provision in the school.....	12
11. Facilities for pupils with Special educational needs.....	12
12. Allocation of resources.....	12
13. Evaluating the success of provision.....	13
14. Staff training.....	13
15. Links to support services and outside agencies.....	13
16. Links with other schools.....	14
17. Complaints procedures.....	15

Definitions of Special Educational Needs taken from section 20 of the Children and Families Act 2014.

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability 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.

A child under compulsory school age has Special Educational Needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1. Working in partnerships with pupils and parents

Everton Primary School believes in developing a strong partnership with parents and that this will enable children and young people to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. We use a pupil voice approach to develop our partnership with parents and to help build the relationship between families and school. Decisions about Special Educational Needs pupils are made jointly by parents, pupils and staff.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's Special Educational Needs coordinator and/or Special Needs governor may be contacted at any time in relation to Special Educational Needs matters.

2. Aims and objectives

Aims

- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding Special Educational Needs procedures and practices, providing regular reports on their child's progress.
- Monitor the progress of all pupils in order to aid the identification of pupils with Special Educational Needs.
- Identify the needs of pupils with Special Educational Needs as early as possible through quality first teaching and our regular whole school pupil progress reviews.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with Special Educational Needs have full access to the National Curriculum.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school and parents alone.

3. Quality first teaching and identification of needs

At Everton Primary school we have adopted a whole-school, quality-first teaching approach to Special Educational Needs policy and practice. We always consider whether our own teaching methods are meeting the needs of pupils before considering if the pupil has a special educational need. Every effort is made to ensure that identified Special Educational Needs children have full access to the National Curriculum and are fully included in the school community and all its activities.

Early identification of pupils with Special Educational Needs is a priority. All teachers, alongside parents and other staff are responsible for identifying pupils with Special Educational Needs and, in collaboration with the Special Educational Needs Coordinator, will ensure that those pupils requiring different or additional support are identified at an early stage.

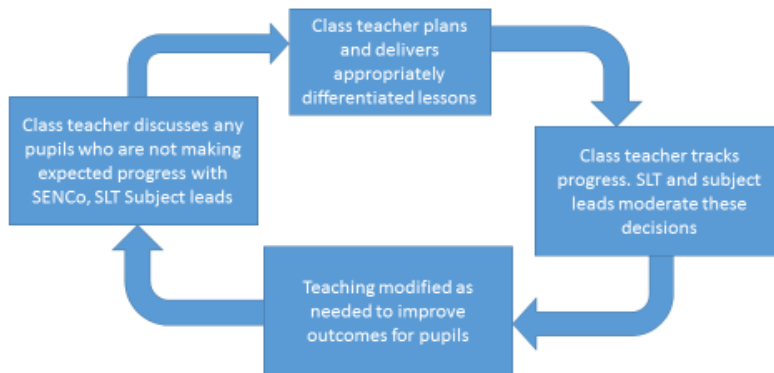
Where teachers decide that a pupil's learning is not meeting expectations, the Special Educational Needs coordinator is the first to be consulted. The Special Educational Needs Coordinator and teacher will review the approaches adopted and obtain the views of the pupil and parents using a pupil voice interview. This will usually result in changes to teaching approaches at home and school without a formal identification of Special Educational Needs.

The success of these changes will be monitored by the teacher, pupil, parents and Special Educational Needs Coordinator. If the changes do not lead to improvements in learning further discussions will be held between all parties. Where these discussions lead to sustained personalised levels of support the pupil will be identified as in need of Special Educational Needs support.

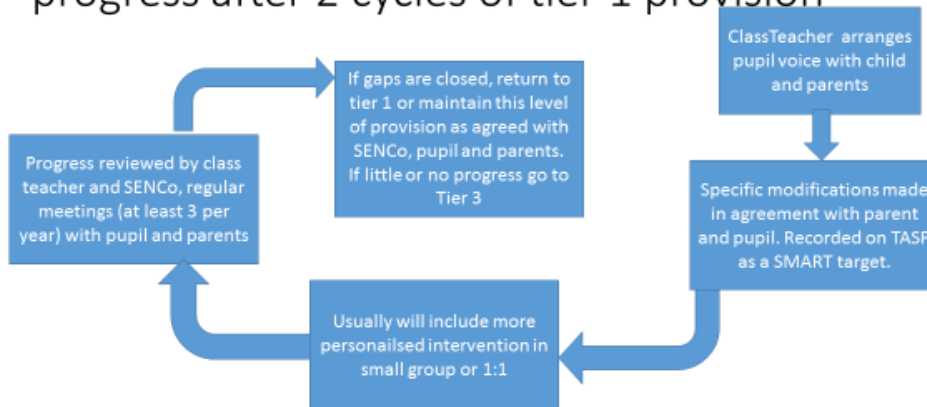
Where concerns remain despite sustained intervention, the school may consider requesting a Statutory Assessment for an Education and Healthcare Plan (EHCP). Parents will be fully consulted at each stage.

This approach is summarised in the flowcharts below.

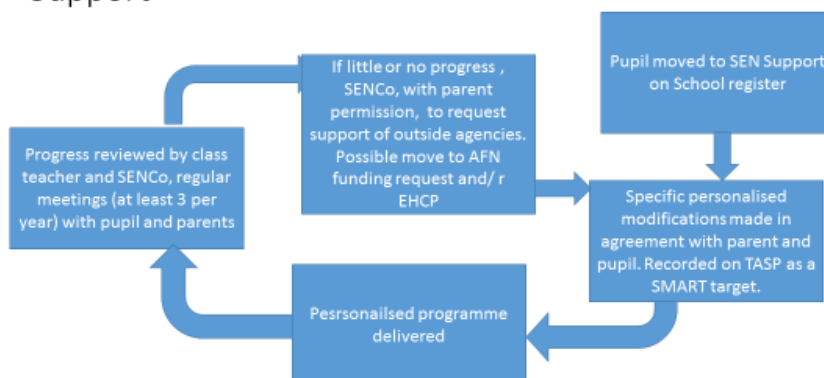
Tier 1 Universal provision Quality First Teaching



Tier 2 Response for pupils not making progress after 2 cycles of tier 1 provision



Tier 3 Response for pupils not making progress after 2 cycles of tier 2 provision and those already at SEN Support



4. Definition of special needs provisions

Special Educational Needs Support

Where it is determined that a pupil does have a Special Educational Need, parents will be formally advised of this and the pupils will be added to the school Special Educational Needs register. The aim of formally identifying a pupil with Special Educational Needs is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the views of the pupil and parents, the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, and comparisons with peers and national data. Where relevant, advice from external support services will also be considered.

This analysis is reviewed regularly as part of the school's pupil progress monitoring process.

Plan

Planning will involve consultation between the teacher, Special Educational Needs coordinator pupil and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be encouraged to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants

and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Special Educational Needs Coordinator.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in consultation with parents and the pupil (and where necessary the Special Educational Needs coordinator) will revise the support and outcomes based on the pupil's progress and development

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review or at the request of a parent.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Special Educational Needs coordinator
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made

by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the Special Educational Needs Local Offer:

www.nottshelpyourself.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting Ask Us Nottinghamshire

0800 121 7772

Ask Us Nottinghamshire offers free impartial and confidential information, advice and support for parents/carers of children with special educational needs and disabilities including advice on what to look for when choosing a school.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5. Access to the curriculum

Class teachers will ensure that pupils with Special Educational Needs will be given access to the curriculum through the specialist provision provided by the school, as far as possible, in line with the wishes of the pupil and parents.

Every effort will be made to educate pupils with Special Educational Needs alongside their peers in a mainstream classroom setting. Where this is not possible, then the Class teacher and Special Educational Needs Coordinator will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is reviewed annually by the senior leadership team. The Special Educational Needs coordinator is part of this team and ensures, as far as practicable, that the curriculum is accessible to all pupils.

6. Inclusion of all pupils

The Inclusion lead teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is reviewed regularly by the senior leadership team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school, in discussion with parents, will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

In discussion with pupils and parents the school works to promote the understanding of inclusion with all pupils in the school.

7. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of Special Educational Needs; those with Education, Health and Care Plans and those without.

8. Responsibilities for the coordination of Special Educational Needs provision

- Class teachers are responsible for the teaching and learning of the special needs pupils in their class.
- Sonia Oldbury is the school Special Educational Needs coordinator (SENCo) and is responsible for co-ordinating the day to day provision of education for pupils with Special Educational Needs.
- Andrew Green, the head teacher, is responsible for overseeing the provision for children with Special Educational Needs.
- Anna Mallinson is the governor responsible for monitoring Special Educational Needs provision.

9. Arrangements for coordinating and sharing information

The Special Educational Needs coordinator will hold copies of details of relevant records provided by teachers *for* individual pupils including pupil voice records, provision maps, interventions, effectiveness of interventions and reports from external specialists.

All staff can access:

- The Everton Primary School Special Educational Needs Policy
- The Special Educational Needs Register via the school IT systems
- Guidance on identification in the Code of Practice (Special Educational Needs Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' Special Educational Needs
- Practical advice, teaching strategies, and information about types of Special Educational Needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and
- Information available through Nottinghamshire's Special Educational Needs Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's Special Educational Needs provision. In this way, every staff member will have complete and up-to-date information about all pupils they work with who have with special needs which will enable them to provide for the individual needs of all pupils.

Parents can also access most of the above information in a short form report version. Parents receive copies of all information relating to their own child.

10. Specialist provision in school

The school is not identified by County as offering specialist provision for pupils with more complex needs however the school has significant experience in providing for the needs of wheelchair users.

Beyond quality first teaching the school offers the following specialist approaches:-

- Pupil voice (putting the pupil at the heart of our process)
- Thrive Interventions (SEMH)
- Unlocking letters and sounds (phonics)
- Toe by Toe (reading)
- Inference training (reading)
- Speed up (fine motor skills and handwriting)
- Dyslexia Portfolio Screening
- Numicon (Maths)
- Power of Two (Maths)
- Dyscalculia screening
- Boxall profiling (identification of behavioural needs)
- Social stories
- B Squared (small steps assessment)

11. Facilities for pupils with Special Educational Needs

The school has the following facilities:

1. Wheelchair access to all areas of the school
2. A sensory room – The Thrive Space

12. Allocation of resources

Class teachers are responsible for the allocation of targeted additional support for all pupils in their class. Where a child has a special educational need that cannot be met from within these resources the allocation of additional resources for individual pupils is coordinated by the inclusion lead at half termly, whole school, pupil progress meetings or when it is appropriate to change/adapt targets.

All pupils with Special Educational Needs will have access to Element 1 and 2 of a school's budget up to a maximum of £6,000 (9.5 hours) of additional support depending upon their needs.

Some pupils with Special Educational Needs may need to access additional funding. This additional funding is from a budget which is devolved to and moderated by the Elizabethan Family of Schools. The class teacher and special needs coordinator will work together to produce a bid for additional funding including a provision map showing how this funding will be used.

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family Special Educational Needs Coordinator will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

13. Evaluating the success of provision

The Inclusion lead summarises the progress of Special Educational Needs pupils at the half termly pupil progress meetings.

The Inclusion lead monitors and evaluates the effectiveness of additional interventions and provisions and advises on their future use.

In order to make consistent continuous progress in relation to Special Educational Needs provision the school encourages feedback from staff, parents and pupils throughout the year using the pupil voice process.

There is an annual evaluation of the effectiveness of the school Special Educational Needs provision and policy. The evaluation is carried out by the inclusion lead and Special Educational Needs lead governor. Information is gathered from a range of sources and is collated and published by the governing body.

14. Staff training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with Special Educational Needs in their care.

The Special Educational Needs Coordinator attends relevant Special Educational Needs courses, Family Special Educational Needs meetings and facilitates/signposts relevant Special Educational Needs focused external training opportunities for all staff.

We recognise the need to train *all* our staff on Special Educational Needs issues appropriate to their current needs. The inclusion lead along with the senior leadership team, ensures that training opportunities are matched to school development priorities, the needs of pupils and those identified through the use of provision management.

15. Links to support services and outside agencies

The school continues to build strong working relationships and links with external support services in order to fully support our Special Educational Needs pupils and aid school inclusion.

Parental consent will always be required before we involve any external agency with a pupil in school. The outcome of such involvement will be discussed with the parent and pupil.

The school has recent experience working with the following outside agencies:

- Bassetlaw Primary Behaviour Partnership
- Bereavement Services
- Casy Counselling
- Children and adolescent mental health services
- Children's centres family support workers
- Communication and interaction specialist services (autism)
- Early years specialist support team.
- Educational Psychology Services
- Education welfare Officers
- Occupational Therapy
- Physical disability specialist support services
- Physiotherapy
- Healthy Families Team
- Sensory Solutions Assessments
- Social Services
- Speech and Language Services
- Thank Children Mental Health Counselling

The school can also access all the agencies listed in the county local offer as needed by individual pupils.

www.nottshelpyourself.org.uk

The Special Educational Needs Local Offer is a resource which is designed to support children and young people with Special Educational Needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The Special Educational Needs Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

16. Links with other schools

Networking

The school is a member of the Elizabethan Family of schools. This enables the school to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition from key stage 2 to key stage 3

The school has close ties to our designated feeder school, the Elizabethan Academy, through our family springboard and network meetings. All pupils with identified special needs are offered additional transition day opportunities and the Everton SENCo liaises with parents, pupils and staff from the Elizabethan to ensure all information is exchanged.

In the last three years some Everton School pupils have also chosen to attend six other secondary schools. In these cases, where a pupil has a special educational need, the Everton SENCo has discussed this directly with parents and the secondary school SENCo to ensure a smooth transition, the nature of the individual provision varies from school to school and in accordance with pupils individual circumstances.

17. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Special Educational Needs coordinator, who will be able to advise on formal procedures for complaint.

In the event that the parent or carer feels that further action should be taken, they should refer to the headteacher and, if appropriate, follow the school complaint procedure which is available on the school website.

Signed _____ *[Name]* (Headteacher)

Date _____

Signed _____ *[Name]* (Special
Educational Needs Co)

Date _____

Signed _____ *[Name]* (Special
Educational Needs Governor)

Date _____

This policy will be reviewed annually.