



Special Educational Needs (SEN) Policy

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We respect the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Emmer Green Primary School, every teacher is a teacher of every pupil including those with special educational needs or disabilities (SEND).

Aims and objectives

We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. Our approach seeks to raise the aspirations and expectations for all pupils with SEN. We focus on outcomes for children and not just hours of provision.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/ carers to be involved in planning and supporting at all stages of their child's development.
- work within the guidance provided in the SEND Code of Practice 2015.
- operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- provide Inclusion Managers who will work with the SEN Policy.
- provide support and advice for all staff working with pupils who have special educational needs.
- make effective use of support services.

Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and Inclusion Managers, of the provision for children with special needs and implementations of the policy within the school.

Headteacher

The Headteacher has overall responsibility for the management of provision for children with special educational needs. She keeps the governing body fully informed and works closely with the Inclusion Managers.

Inclusion Managers

The Inclusion Managers are Heather Bhagalee, Jennifer Wells and Katie Hughes (inclusion@emmergreen.reading.sch.uk). They work closely with all staff, the Headteacher, parents and outside agencies, ensuring the best possible provision for children with special educational needs. They are members of the Senior Leadership Team.

They are responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- ensuring the involvement of parents/ carers from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's SEN Support register
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care practitioners and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing Teaching Assistants working with 'high needs' pupils
- supporting the professional development of teaching assistants and learning support assistants
- regularly liaising with the governors' representative
- co-ordinating the support provided to staff, pupils and parents by the school's Inclusion Team of Family Support Worker, Emotional Literacy Support Assistants and Therapeutic Behaviour Lead

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Co-ordinating and managing provision

The Headteacher and Inclusion Managers meet frequently to discuss SEN issues.

The Inclusion Managers meet with class teachers to give support and advice. SEN policy and provision are discussed regularly at both staff and team meetings, to raise the achievement of children with SEN. Special needs provision is an integral part of the School Development Plan. The Inclusion Managers oversee the provision using provision mapping and monitor the placement of teaching assistant (TA) support throughout the school. This is dependent on the special needs requirements and this placement may change as the needs of the children change. The Inclusion Managers meet the teaching assistants who work with high needs pupils regularly to review progress and give advice. There is opportunity for informal daily contact between staff to discuss concerns.

Parents are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The Inclusion Managers also liaise with parents, and pupils with Education, Health and Care Plans have an Annual Review. Where there is a concern that parents need extra support, the staff would refer them to the school's Family Support Worker. If the situation requires further input and support, the Team Around the Child (TAC) process is used to identify areas for change and engage support from other practitioners. Please refer to the Safeguarding Policy.

Admissions

Emmer Green Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the local authority Admissions Policy. According to the Education Act 1996 (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent, unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms and special facilities

Children's specific needs are discussed with parents when admission to the school is requested. The previous educational setting and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/ disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the Inclusion Managers and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The Inclusion Manager and Governor with responsibility for SEN liaise regularly to discuss provision within the school for all children with SEN.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff, including teaching assistants, are reviewed as part of the continuing professional development (CPD) process in school.

Context

This policy was developed in consultation with parents, pupils, staff and governors. It complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools (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 Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy is available on the school website (www.emmergreenprimary.com/key-school-information/send) or as a hard copy from the school office. It can be made available in a different format on request, e.g., enlarged font.

Identification, assessment and provision

Definitions

SEN Provision: High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.
Children and Families Act (2014) - section 12

SEN: A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND Code of Practice: 0 to 25 years (2015)

Disability: 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.
Equality Act (2010)

Categories of special educational need

The SEND Code of Practice (2015) groups special educational needs into four broad categories, but individual pupils may well have needs which span two or more categories.

- Communication and interaction
 - Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
 - Children with an autistic spectrum condition (ASC) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and learning
 - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and for associated difficulties with mobility and communication.
 - Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and attention deficit hyperactive disorder (ADHD).
- Social, emotional and mental health difficulties
 - Children may experience a wide range of social and emotional difficulties, which can manifest themselves in behaviour such as becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.
 - Children with conditions such as ADHD or attachment disorder may also have social and emotional difficulties.
- Sensory and/or physical needs
 - Some children require special educational provision because they have a medical condition or disability which prevents or hinders them from making use of the educational facilities generally

provided. Many children with a visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI – a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning. Children with diabetes or epilepsy may struggle to access learning due to tiredness related to occurrence of episodes, especially where these conditions are not well managed.

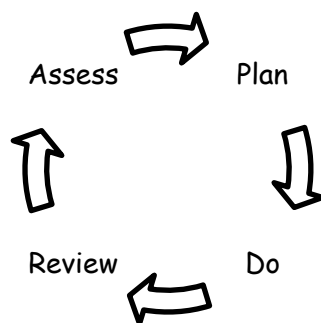
- Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- Some children have difficulty processing sensory input and may require additional support or interventions to enable them to access all activities.

Identification, assessment and review

The progress of all children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the class teacher and Inclusion Managers consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This can include progress in areas other than attainment, for instance where a pupil needs to make additional progress with wider development or social skills. Where more specific assessment is deemed to be necessary, this will be carried out by the Inclusion Managers, who may then involve other professionals from outside the school, with parental consent.

The information gathering will include an early discussion with the child and their parents. Emmer Green Primary School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required for a child starts with the desired outcomes, including the child's expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN Support, staff employ the recommended model for special educational needs as set out in the Code of Practice (2015). This is a graduated approach of:



We use a range of evidence, including observations, screening assessments and checklists, for the identification and assessment of SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. A register of pupils receiving SEN support is kept as a legal requirement and reviewed a minimum of three times per academic year.

Criteria for investigating whether a child needs SEN support may include:

- Parental concern
- A child's early history/ concerns raised by the child's nursery or pre-school setting
- Low entry profile
- Low Early Years Foundation Stage (EYFS) profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum, i.e., significantly below the expected standard for their age
- Requiring greater attention in class due to social/ emotional/ learning difficulties

- Requiring specialist material/ equipment or support for sensory/ physical difficulties

The Inclusion Managers and the class teacher, together with specialists where appropriate, and involving the pupil and their parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Targets are agreed and progress reviewed regularly. 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.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care Needs Assessment by the local authority (LA). The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of the provision for children receiving SEN support are held three times per year and led by the class teacher. They provide an opportunity for parents to celebrate achievements alongside sharing their concerns and, together with the child and teacher, agree aspirations for the pupil.

Provision

Provision for children with SEN is additional to or different from that provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded within pupils' SEN Support Plans.

SEN support can take many forms. This could include:

- a special learning programme for the child
- extra help from a teacher, a teaching assistant or a learning support assistant
- making or changing materials and equipment
- working with the child in a small group
- observing the child in class or at break and keeping records
- helping the child to take part in the class activities
- making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child, or play with them at break time
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access arrangements for tests and assessments, including additional time, the use of a scribe or reader, or enlargement of test papers
- support with transition between classes or to other schools

Allocation of resources

All schools in Reading receive funding for pupils with SEN in three main ways:

- The base budget covers the cost of running the school, including teaching and curriculum expenses and the cost of the Head teacher and administrative staff.
- The notional SEN budget is an amount allocated through additional funding factors, which is expected to cover the cost of any additional educational support required.
- Top-up funding may be allocated to specific 'high needs' pupils, usually those with Education, Health and Care Plans.

Emmer Green Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. We provide additional support up to the nationally prescribed threshold per pupil per year. Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. Where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold, schools can apply to the local authority for top-up funding.

Supporting pupils with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance 'Supporting pupils at school with medical conditions' (Department for Education, 2014). See the RBC Managing Medicines in Schools Policy.

Evaluating success

The success of the school's SEN Policy and provision is evaluated through:

- Evaluation of interventions at their completion (impact and progress made)
- Monitoring of classroom practice by the Inclusion Managers and team leaders
- Analysis of pupil tracking data and test results, for individual pupils and for cohorts
- Value-added data for pupils on the SEN Support register (how much progress has been made between key stages)
- Monitoring of procedures and practice by the SEN governor
- School self-evaluation
- Questionnaires and feedback from pupils and parents/ carers
- Monitoring of SEN Support Meetings and review meetings by the Inclusion Managers
- The School Development Plan

Complaints procedures

If a parent is concerned about the SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/ or an Inclusion Manager, to discuss the concern. Parents can request an appointment with the Headteacher or Inclusion Managers directly. Reading Information Advice and Support Service for SEND (<https://www.readingiass.org/>) are available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents are advised to contact the Headteacher and follow the Reading LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Partnership within and beyond the school

Staff development

The school is committed to gaining further expertise in the area of special educational needs. Current training includes school-based training sessions for teaching staff and teaching assistants, attendance at LA meetings and training sessions and the reading and discussion of documents on SEN. Staff meetings are arranged to respond to the particular needs of the school.

Links with other agencies, organisations and support services

The school can call upon the expertise of a range of support services. These support services are consulted following discussion with the Headteacher or Inclusion Managers, and with the full agreement of parents. To obtain an assessment and/ or advice from most of these services a request form must be completed first, then additional information may be required (e.g., the service's own checklist and information about strategies already in use). The Inclusion Managers hold the contact addresses and request forms for other agencies and support services.

Partnership with parents

Our school believes that effective and honest communication between parents and staff is essential so that

parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, strengths and progress at parents' evenings and SEN Support meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties where this is appropriate. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Parents have right of access to records concerning their child.

Pupil voice

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At Emmer Green Primary School, we encourage pupils to participate in their learning and share their wishes and feelings with families and staff. It is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils may take part in review meetings, depending on their level of maturity, and contribute to the evaluation of their successes and needs.

Transfer arrangements

The Inclusion Managers, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully to meet a child's particular needs, and pupils visit their new class before transfer.

Pupils at nursery or pre-school have the chance to visit this school before their starting date. The Foundation Phase Leader, and Inclusion Managers where appropriate, will liaise with all feeder settings to identify children who may need additional transition support and put this in place.

Year 6 pupils transferring to local secondary schools have the chance to visit the new school for a day. Representatives from the nearest secondary school, Highdown, visit to talk with the children. The Inclusion Managers and Year 6 teachers liaise over the transfer procedure and meetings are arranged between parents and the secondary school's Inclusion Manager or SEN support staff where appropriate. Additional visits and/ or transition support may be provided by the secondary school. At all times of transition, SEN information is gathered, and records transferred to the Inclusion Manager at the new school.

For Year 6 pupils with an Education, Health and Care Plan, this document should be amended in the light of recommendations from the annual review by 15th February in the year of transfer. This is to ensure that time is available to make the necessary transfer arrangements regarding needs and provision. The Inclusion Manager of the receiving school will be invited to the final annual review meeting, where the school has been named.

Monitoring and review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed after two years.

Reviewed October 2023