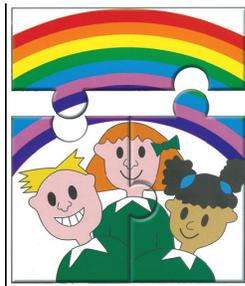


Emersons Green Primary School



Special Educational Needs and Disabilities Policy

Signed (Chair):	Name: Mike Beard	Date: Sept 2020
Signed (Head):	Name: Karl Hemmings	Date: Sept 2020
Draft to Governors – Aug 2020		Ratified by: Full Governing Body
Next Review: September 2021		

Equality Statement

At Emersons Green Primary School we are committed to ensuring equality and opportunity to all members of our school community. In regard to safeguarding, the school always aims to ensure that no one is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this Policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics
- Consider equality implications before and at the time that this policy is developed and reviewed and keep these implications under review on a regular basis

It is unlawful to discriminate in the following areas, termed protective characteristics. (all Safeguarding policies, procedures, systems and actions must take this into account):

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual orientation

Rationale:

Emersons Green Primary School (EGPS) is committed to providing high quality education to every child. We believe that all children, including those identified as having special educational needs or a disability, are entitled to an accessible, broad and balanced academic and social curriculum and that they should be fully included in all aspects of school life.

EGPS is committed to inclusion. We aim to:

- develop cultures, policies and practices that include all learners
- foster a sense of community and belonging
- have high aspirations for all learners
- provide appropriate and stimulating learning activities for all children.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We consider the needs of the whole child and recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning. We aim to recognise and work closely with families to understand and support these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We consider the needs of groups of learners such as:

- girls and boys
- minority ethnic and faith groups
- learners for whom English is an additional language (EAL)
- learners with special educational needs and/or disabilities (SEND)
- those who are gifted and talented
- those who are looked after by the local authority (LAC)
- those who have medical needs
- those who are young carers
- those who are in families under stress

EGPS sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. (See: *Equality and Diversity Policy, Equality and Diversity Action Plan*)

Objectives:

1. To identify pupils additional needs as early as possible
2. To provide for pupils who have special educational needs and maximise access to the curriculum.
3. To work within the guidance provided in the SEND (Special Educational Needs and Disability) Code of Practice, 2014.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To provide an Inclusion Leader who also fulfils the role of Special Educational Needs Co-ordinator (SENDCO) who will work within the SEND & Inclusion Policy and lead an SEND team.
6. To provide support and advice for all staff so that everyone working with pupils who have SEND or disability has:
 - an understanding of their needs

- a focus on positive outcomes
 - high expectations for their achievement
7. To ensure that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
 8. To involve parents/carers at every stage in plans to meet their child's additional needs.
 9. To involve the children themselves in planning and in any decision making that affects them.

Specialist Provision:

At EGPS we have specialist provision (Resource Base) for children with physical disability or visual impairment. The Resource Base is not a separate unit. Pupils are fully included in mainstream classes. Inclusion teachers and teaching assistants support class teachers in ensuring the curriculum is accessible and that children are fully included in all aspects of school life. Children are admitted into the Resource Base by the Local Authority after consideration by the Case Advisory Panel. Children who have a Statement of SEND or Education, Health and Care Plan which identifies physical disability, visual impairment or complex medical needs may be eligible for a Resource Base place. Up to two RB pupils may be admitted per class.

SEND Team:

At Emersons Green, our additional provision is managed by a SEND Team. The SEND Team comprises:

- SENDCo (Deputy Headteacher)
- Intervention Manager (SEND leader)
- 2 Inclusion Teachers (Resource Base teachers)

Definitions:

Special Educational Needs -

A pupil has SEND if they have a significantly greater difficulty in learning than the majority of others of the same age.

A pupil has SEND where their learning difficulty or disability calls for provision that is different from or additional to that normally available to pupils of the same age.

The Code of Practice for SEND (2014) identifies 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Disability

According to the Equality Act (2010), a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long term' negative affect on their ability to carry out normal daily activities.

The school has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people. The school also has a duty to promote equality of opportunity (see Equality, Diversity and Community Cohesion Policy and Policy on Supporting Pupils at School with Medical Conditions).

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Identification of Special Educational Needs:

For some children with complex needs, their SEND may have been identified before they start at primary school. Children with significant SEND may already have a Statement of SEND or Education, Health & Care Plan (see p7).

For many other children, difficulties with learning may become evident as they develop. For this reason, each child's development is monitored so that difficulties can be identified and interventions put in place.

The school has systems to monitor the progress and development of **all** pupils.

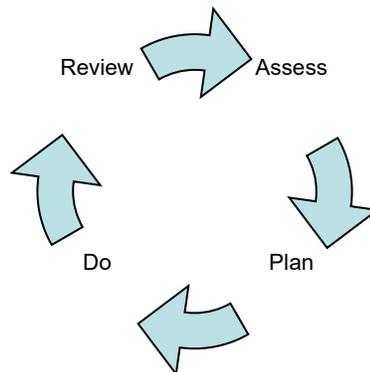
- Class teachers continually assess the progress of all children in their class against learning objectives.
- Class teachers plan for all children's 'next steps' in learning.
- All parents have the opportunity to meet with the class teacher three times a year to discuss their child's progress. If they have concerns at other times, a meeting will be arranged.
- We hold an assessment period three times a year. At this point we update each child's assessment documentation and record their levels. We then meet as a school team to discuss the progress of children in each class.
- Pupils in Reception are normally assessed using the Early Learning Goals or P Levels as appropriate. For Years 1-6, we have a 4-tier school-specific assessment system in order to best assess and set targets for pupils with SEND. This identifies pupils as working at P Levels, between P Levels and Year 1 level, working at a year group below their chronological year group or working within their year group age-related expectations.
- If there are concerns about a child's attainment or progress in learning or social development, we will address specific areas, perhaps through an intervention group or targeted time in class.
- If the child's difficulties continue, the class teacher and/or SENDCO will meet with parents to discuss any concerns and share ideas about how to help. We might carry out some observations or more detailed assessment to gain a better understanding of the child's strengths and needs.
- If everyone feels that the child needs some different or additional provision, they will receive 'SEND Support'. This will be recorded and parents will be informed. This means there will be a plan for the child's support, drawn up by the class teacher in consultation with parents and the SENDCO. The plan will identify the desired outcomes for the child, short-term targets and the strategies and resources that will be used. The plan will be reviewed and shared with the child and parents at least three times a year at Learning Meetings (see below). We routinely meet more regularly with parents of pupils who have Special Educational Needs.

SEND Support - A graduated approach to meeting pupils' needs:

For pupils with SEND or disability, the school takes action to remove barriers to their learning and

to put effective provision in place.

SEND Support takes the form of a four-part cycle:



Assess

The class teacher and/or SENDCO and/or Interventions Manager carry out a clear analysis of the child's needs. This might involve:

- looking at evidence of past and current progress
- observations
- discussion with the child
- discussion with parents
- more detailed assessment of difficulties in particular area

Plan

The class teacher with the SENDCO and/or Interventions Manager consult with parents and the pupil and plan the adjustments, interventions and support needed. These will be recorded in a plan that sets out the expected impact on progress, development or behaviour. The plan may also include ways in which parental involvement could reinforce or contribute to progress at home. These plans will be reviewed at least three times a year.

Do

The agreed actions are carried out. Many interventions or adaptations will take place within the classroom. In fact, good quality class teaching, differentiated for individual pupils, can be highly effective in meeting the needs of pupils with SEND. Some interventions may involve small group or one-to-one teaching away from the classroom. The class teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO and/or Interventions Manager supports the class teacher in further assessment, in problem solving and advising on the effective implementation of support. The class teacher has overall responsibility for the progress and development of each child in their class.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed at least three times a year at a Learning Meeting. The class teacher meets with the pupil and their parents to discuss progress and plan the next steps.

For pupils who continue to need SEND Support, the cycle of assessment-plan-do-review begins again.

Pupils who have consistently achieved planned outcomes may no longer require specific interventions. Even though they may no longer be receiving SEND Support, their progress will

continue to be closely monitored.

Where a pupil continues to make less than expected progress, despite appropriate interventions, the school may consider involving specialist services such as:

- educational psychology
- speech and language therapy
- occupational therapy
- physiotherapy
- school health nurse
- child and adolescent mental health service (CAMHS)

If it is felt that specialist advice would be helpful, parents will be consulted and a referral will be made. Each specialist service has its own thresholds for becoming involved, so the success of referrals cannot be guaranteed.

The advice received from specialist services will be shared with parents and staff working with the child. Strategies will be incorporated into the SEND Support plan and class teaching where relevant.

At Emersons Green we have an established Graduated approach which is shared with all parents. This approach is used to identify at what level all pupils are working and what support is available for them (see Appendix A). The SEND team reports to the Governing Body twice a year, sharing provision/outcomes/challenges/actions allowing for effective monitoring.

Requesting an Education, Health and Care needs assessment:

For a very few pupils with complex needs, there may be continuing concerns about progress or development, despite relevant and sustained action at SEND Support. In such cases the school or parents may consider requesting an Education, Health and Care needs assessment. This is a detailed assessment carried out by the local authority (The 0-25 Team in South Gloucestershire).

The local authority has to consult with parents and the pupil about this request and then make a decision on whether to proceed within six weeks of receiving the request. If the local authority decides not to conduct an EHC needs assessment, they must advise parents of their reasons and of their right to appeal.

If the local authority decides to proceed with an EHC needs assessment, parents will be informed within six weeks of the request being made. The assessment and planning process should:

- focus on the child as an individual
- enable children and their parents to express their views, wishes and feelings
- enable children and their parents to be part of the decision making process
- gather advice and information from all professionals involved with the child

An EHC needs assessment may result in the development of an EHC Plan. This will include:

- the views, interests and aspirations of the child and his/her parents
- the child's special educational needs
- the child's health needs
- the child's social care needs
- the outcomes sought for the child (including outcomes for adult life)
- the special educational provision required by the child

- any health provision required
- any social care provision required
- the name or type of school to be attended

Where a pupil has an EHC Plan, the local authority must review it at least once a year. An annual review meeting will be held at the school and involve parents, teachers, the child, the local authority and other professionals involved with the child.

Supporting pupils with medical conditions:

We recognise that pupils with medical conditions should be properly supported at school so that they have full access to all aspects of school life.

For more detail on arrangements in school, please see 'Policy on Supporting Pupils at School with Medical Conditions'.

Monitoring and evaluation of provision for pupils with SEND:

This is part of the whole school system for monitoring and evaluation and is incorporated in:

- lesson observations
- work scrutiny
- pupil conferencing
- tracking the progress of different groups of pupils

This normally includes all staff and outside agencies working with the pupil.

Staff training:

All new staff receive induction training to explain the school's SEND provision and to discuss the needs of individual pupils. There is additional training for those members of staff expected to play a specialist role in supporting pupils with specific needs.

All staff are encouraged to undertake training and development, so that they can respond to the strengths and needs of all pupils.

In-service training is planned in response to audits of staff training needs and to the needs of children entering the school.

Transition/links with other schools:

Children joining the Reception Class

The Reception Class teacher will meet with staff from partner nursery schools during the summer term to discuss the needs of pupils starting school in September. Any concerns about particular needs will be shared with the school's SENDCO. Where necessary, the SENDCO may arrange to meet with parents.

Where a child already has an EHC Plan, the SENDCO will arrange an Admission Co-ordination meeting. This meeting will involve parents, staff from the pre-school setting and EGPS, together with any other professionals involved with the child. The purpose of the meeting is to share information and to make plans for a successful transition.

Children joining other classes

When a child joins us from another school, we gather information about their strengths and needs from their parents. The previous school should also send us information on the child's needs. Where necessary, the class teacher or SENDCO will contact the previous school for further

information.

Children moving to alternative schools

Where children transfer from EGPS to new schools their records, including any details of SEND support, are passed on.

Year 6 children with an EHC Plan may have a supported transfer, as identified at the Year 5 annual review. The pupil may have additional visits to their secondary school. Staff from the secondary school will be invited to visit the child here. The pupil may take part in small group work to help to prepare for the transition.

Sometimes children transfer to Specialist Settings prior to Year 6. When this happens we exchange information and work with the child and parents with the aim of making the transition as easy and positive for the child as possible.

Accessibility:

Access to the environment

EGPS is a single site school on one level. It has been built for full inclusion. There are four accessible toilets for children or adults. Three of the toilets also have shower facilities, hoists and changing facilities. All toilets are designed to be used independently as appropriate.

There are good lighting and safety arrangements for pupils with visual impairment; sound boards, tracking rails, paint colours, Braille/tactile signs.

We also have a physio room on site that is used by visiting professionals and our trained teaching assistants.

Pupils with disability who require specialist equipment may be assessed by an appropriate health care professional or therapist to obtain a recommendation on the best way to meet the child's needs.

Access to learning and the curriculum:

We ensure that all children have access to a broad and balanced curriculum. Staff work towards removing barriers to learning and participation. A variety of teaching styles are used. Learning activities are differentiated and we encourage collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT, Braille and VOCA (voice output communication aid) where this is appropriate.

We aim to ensure that all school and extra curricular activities are barrier free and do not exclude

any pupils.

Makaton is used throughout school to support understanding and communication for all children. eg signing of songs, answering daily registers, introducing topic vocabulary.

Access to Information

All children requiring information in formats other than print have this provided (e.g. Braille, large print).

We adapt printed materials so that children with literacy difficulties are able to access them, or ensure access by pairing children, through peer support or by providing extra adult support.

Alternatives to paper and pencil recording are provided where appropriate, or access is ensured through the use of peer or adult scribing.

A range of assessment procedures are used to ensure children with additional needs are able to demonstrate their achievement appropriately. This may include taping, role play, drama, video or drawing.

Incorporating disability issues into the curriculum:

The PSHE curriculum and assemblies include issues of disability, difference and valuing diversity.

Disabled adults are invited to work with the children, as we believe it is important to have positive role models.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

A collection of large print and Braille books is being built up. Books are borrowed from the National Library for the Blind on a termly basis.

Terminology, imagery and disability equality:

We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs:

EGPS encourages the inclusion of all children in the Class Councils and other consultation groups.

An elected or co-opted representative of pupils with disability is a member of the School Council.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews.

Working with disabled parents/carers:

We recognise that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. The school holds a regular, informal SEND parents' meeting. These and other parents of pupils with SEND are consulted as necessary over school provision for pupils with SEND.

Disability equality and trips or out of school activities:

EGPS ensures that all educational visits are inclusive by planning in advance and using accessible venues. Year Six and Year Five children are given the opportunity to attend a residential centre, a detailed risk assessment with school staff and parents will be completed to ensure this is safe and appropriately managed. Resource Base or other SEND staff will support individual children as required in consultation with parents/carers, external agencies and residential centre staff.

Dealing with complaints:

Regular communication between school and home should ensure that concerns are promptly acted on. Where concerns remain, parents/carers should talk to their child's class teacher in the first instance. If the issue is not resolved, parents should contact the Head Teacher. Our complaints procedure sets out the steps to making a complaint in more detail. It is available on the school website.

The SENDCO/Inclusion Leader has responsibility for managing the school's response to provision for children with SEND. The SENDCO/Inclusion Leader is a member of the Senior Leadership Team.

The current SENDCO/Inclusion Leader is Mrs Soraya Young. She can be contacted by phone (01454 867474) or email (admin@egps.org.uk).

Acronyms used in this document

<i>CAHMS</i>	<i>Child and Adolescent Mental Health Service</i>
<i>EGPS</i>	<i>Emersons Green Primary School</i>
<i>EHC Plan</i>	<i>Education, Health and Care Plan</i>
<i>LA</i>	<i>Local Authority</i>
<i>RB</i>	<i>Resource Base</i>
<i>SEND</i>	<i>Special Educational Needs</i>
<i>SEND</i>	<i>Special Educational Needs and Disability</i>
<i>SENDCO</i>	<i>Special Educational Needs and Disabilities Co-ordinator</i>
<i>TA</i>	<i>Teaching Assistant</i>
<i>VOCA</i>	<i>Voice Output Communication Aid</i>

Related Policies and Plans

Equality and Diversity Action Plan
Policy on Supporting Pupils at School with Medical Conditions
Complaints Policy

Relevant legislation

SEND Code of Practice 0-25 (2014)
Equality Act (2010)
Statutory Guidance on supporting pupils at school with medical conditions (2014)

High-Needs Support – A Few Children

Interventions we may offer include:

At SEND Support

- **Teacher/TA planned/led Interventions based around SEND need**
- **Various Maths and English Interventions**
- **Thrive Intervention – implementing during 2018/2019**
- **Social Skills**
- **Smart Moves**
- **Lego Therapy**

At Additional Support Level

- Teacher-planned Intervention
- Fine Motor Skills
- Gross Motor Skills
- Reading Ranger
- Interventions
- Structured Lunchtime Clubs
- Buddy System

SEND Support – Some Children

SEN Action Plan and EHCP/High Needs Planning Meeting with RB Lead

EHCP/Application for EHCP Needs Assessment

A range of external agencies involved if appropriate (e.g. OT, SALT, EP)

Interventions personalised and planned around needs

Individualised Planning/Curriculum and/or Timetable influenced by Pupil Voice

1:1 TA Support where required

Individual Provision Map

Teaching Session 1:1 with RB Teacher working on NEXT STEPS

Routine collaboration with parents between formal annual reviews

SEN Action Plan lasting more than two terms designed and reviewed in collaboration with parents and pupil

Some personalised planning (i.e. personalised planning for English and/or Maths)

Access to a group SEN Intervention run by Class Teacher/TA to address need

Possible involvement of some external agencies (i.e. SALT, EP, CAMHS, Health Nurse)

SAFeh put into place where appropriate

'Meet and Greet' before school where necessary

SENCO observations, Check In's and strategies given if necessary

Adapted Timetable (e.g. Learning Breaks)

Personalised Resources (e.g. Individual Visual Timetable, Personalised Learning Mats, Individual Resource Box)

Intervention to address area of need agreed in collaboration with teacher, parents and pupil and monitored for impact (lasting one to two terms only)

Access to class or key stage based group interventions for one to two terms

Involvement of the SENCO using an Initial Concerns Form and advice followed and assessed for impact

Work with a Reading Ranger as part of a reading intervention

Support during unstructured times (i.e. Social Skills Group, time with teacher, special role, Sports Mentor)

Support from Family Link Worker

Additional resources in class used to make work accessible (e.g. Now and Next, Scaffolds, Learning Mats, Fiddle Toys, Weighted Blankets)

Targetted Teacher Planning (i.e. Guided Groups, Differentiated Work, Planning for Gap-Filling, Check-ins)

Pupil and Parent Voice used to identify potential barriers and areas of strength through both more formal meetings and informal communication e.g. Home/School Book

Teacher awareness and understanding of learning needs of all students

Access to an inclusive and challenging curriculum which focusses upon Mastery

A PSHE curriculum which encompasses mental health and wellbeing - Thrive Focus from September 2018

A warm and welcoming classroom where resilience is encouraged and students are able to develop their own strengths

Clear rules and expectations as part of the Behaviour Policy

A culture of reward, success and praise for all

Dyslexia friendly classroom strategies

Well-trained and attuned teachers and TAs who are proactive in identifying and assessing additional needs

Regular opportunities to demonstrate and check progress through formative and summative assessments

Visual Timetable

Teachers and support staff have access to a range of CPD opportunities to increase their knowledge and understanding of various barriers to learning

A culture of aspirational expectations for all pupils

In order to quickly and efficiently support children at school with any additional needs, the partnership between home and school is vital.

If you have any concerns about your child, the first person to flag this up with is the Class teacher.

In collaboration with you, you will decide what response is needed to support your child and from there the Graduated Response will start.

SEND Action Plans are monitored routinely in Term 1, 3 and 5 but if you or the teacher feels that additional or different support is needed then this can be agreed and discussed with the class teacher.

The SENDCO and Intervention Manager support teachers to plan and monitor the response for all pupils at SEND and Additional Support Level.

The Resource Base Team support teachers to plan and monitor the response for all pupils needing High Needs Support.

Additional Support - Many Children

Quality First Teaching - All Children



OUR SCHOOL

At Emersons Green Primary School, we are committed to providing high quality education to every child. We believe that all children, including those identified as having Special Educational Needs or a Disability (SEN/D), have a common entitlement to an accessible, broad and balanced academic and social curriculum, and that they

should be fully included in all aspects of school life where and when they are able.

We are a friendly and fully inclusive school, which takes

account of all areas of additional need including the academic, physical, social, emotional and mental health needs of a child. Our practice and policy at Emersons Green Primary School is compliant with the Code of Practice (2015) and our SEN/D policy and Information Report has been written in collaboration with all our stakeholders and is reviewed annually and

published on our website.

We have a specialist provision, in the form of our Resource Base, which is designated for children who have Visual Impairments and/or Physical Disabilities. The role of our Resource Base is to facilitate and support full inclusion into the mainstream classes.

WE ARE A FRIENDLY AND FULLY INCLUSIVE SCHOOL, WHICH TAKES ACCOUNT OF ALL AREAS OF ADDITIONAL NEED INCLUDING THE ACADEMIC, PHYSICAL, SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS OF A CHILD.

For children, with more complex needs or other identified needs, an Education, Health and Care Plan (EHCP) may have already been

issued or a child may be undergoing an EHCP Needs Assessment before they start school. We recognise that children can also experience difficulties with learning, behaviour or social skills at any time in their school life and we aim to work together to support his/her needs at that time.

Once a child is identified as

Our pupils will develop a love of learning through a curriculum that places inclusivity & diversity at its core.

Our children have access to a varied range of high quality experiences from which to stimulate their creativity and curiosity for learning including from different countries, cultures and periods in history.

Our curriculum

- enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development, and it recognises, encourages and celebrates all types of talent.
- ensures pupils leave EGPS with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.
- has three curriculum principles that underpin all that we do and our whole school ethos: communication, accessibility, diversity. These run alongside personal development and cultural capital

having difficulties in accessing learning or in experiencing barriers due to their social, emotional or mental health needs the school will support them through a variety of strategies. The child may then be recognised as receiving

SEND Support and may be placed on our Special Educational Needs and/or Disabilities register. The

Information below aids to support you in understanding how we at Emersons, support your child's additional needs.

Please also refer to our 'Graduated Response', which can be found on our website

UNDERSTANDING SEND

Areas of need:

There are four broad areas of special educational need.

- Communication and Interaction – Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This maybe because they have difficulty saying what they want to, understanding what is being said or they do not use or understand social rules of communication. Children with Asperger's syndrome and Autism may have particular difficulties with social interaction.
- Cognition and Learning – Some children may need support for learning difficulties because they learn at a slower pace than their peers, even with appropriate differentiation.

This could be a moderate learning difficulty (MLD), a severe learning difficulty (SLD) or profound and multiple learning difficulties (PMLD). Some children may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- Social, Emotional and Mental Health difficulties – Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, for example, becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Some children may have disorders such as

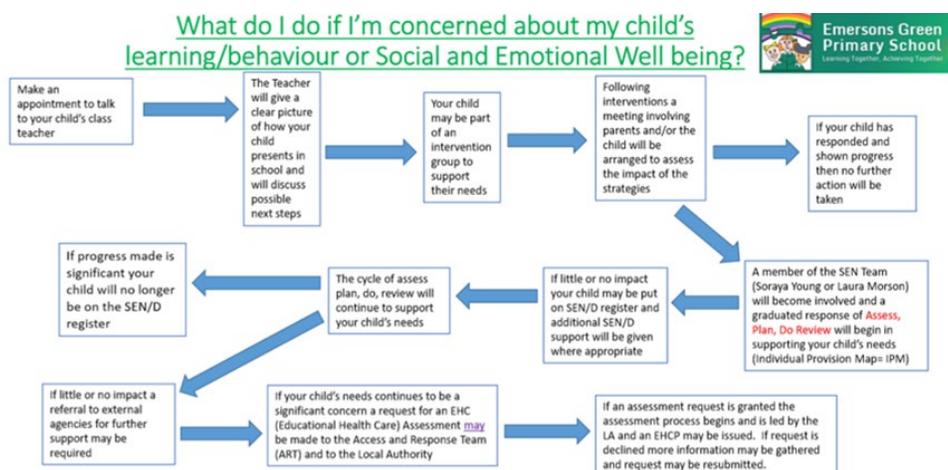
attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- Sensory and/or Physical Needs – Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and therefore modification is required. These may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

Source: Special educational needs and disability code of practice: 0 to 25 years. (DfE and DoH, 2015)

The Process:

The chart below show possible routes through our schools approach to identification & support/provision for SEND however, just as each child is an individual so too is our approach. The key to successful SEND provision is communication and collaboration between; family, school, professionals and most



SEN/D is defined as any education or training provision which is additional to or different from that generally made for others within a main stream school provision

importantly the child.

The Graduated Response:

Throughout this document we refer to the graduated response, this is a tool by which we consider the varying levels of support/intervention provided within the school. Children move throughout the different phases/graduations of support throughout their journey with us, sometimes needing more and sometimes needing less. Our school website has a more detailed version of the triangle, this outlines possible actions or provisions at each phase.

FREQUENTLY ASKED QUESTIONS:

How does the school know if a child needs extra help?

Your child's class teacher continually assesses how they are progressing with their learning in all areas of the curriculum and in their social, emotional and mental health. In addition to this, we formally assess children's progress in reading, writing and maths three times a year.

If a child is working below expected levels or is making slower than expected progress, we will consider whether they may need extra help and your child may be discussed during a Pupil Progress Meeting (PPM) with a member of the senior leadership team. This will allow the school to offer additional support within the classroom and around school (Quality First

Teaching).

Every teacher in our school is a teacher of SEND and if at any point a teacher feels that a child may need extra SEND support/provision the schools Special Educational Needs Coordinator (SENDCo), Soraya Young or Laura Morson (Intervention Manager) may also become involved.

If your child has already been identified as having a Special Educational Need and/or Disability (SENS) before they join us, the SENDCO at their previous setting should contact the school and we will then liaise to support the transition between settings.

We aim to ensure that the provision within our school meets the needs of your child and the move is as



smooth as possible.

Pupils who access the Resource Base provision will be closely monitored by the Resource Base Team (Soraya Young, Patrick Watson and Jo Chambers) and staff will be in regular contact with parents to ensure that needs are being met.

The school may also invite external agencies into school to observe or assess individual children's needs; these may include:

- Occupational Therapists,
- Educational Psychologist,
- Speech and Language Therapist, and occasionally more individualised professional support where necessary.

What should I do if I think my child has SEND?

In the first instance, you should arrange a time to talk to your child's class teacher about your concerns. They may carry out some further observations or

assessments, or may arrange for your child to have some support in a small group to target an area they are finding difficult. If there are still concerns

following this, you and the class teacher may wish to discuss your child's difficulties with the school SENDCO/Intervention Manager (Soraya Young and Laura Morson).

How will I know that the school will support my child?

If your child is in the Resource Base they will access 'High Needs' support (see school's Graduated Approach)

If your child has been identified as having SEND, they will receive 'SEND

School Support'. This means there will be a plan for their support, drawn up by the class teacher in consultation with you and the SENDCO. The plan will contain targets, strategies and resources that will be used to help your child achieve them.

The plan will be reviewed and shared with you and your child at least three times a year. This forms part of the Assess, Plan, Do, Review process (Graduated response) identified within the Code of Practice (2015).

How can the curriculum be matched to meet my child's needs?

When class teachers are planning their lessons, they think about the needs of all the children in the class. They may adapt/differentiate their plans in order to enable all

pupils in the class to access the lesson and make progress in skills and knowledge.

The aim is for all children to work on the same topics,

but learning outcomes or resources may be adapted/differentiated according to the needs of individuals or small groups of children.

How will I know how my child is doing?

If your child is receiving High Needs or SEND Support then you will be invited to meet with your child's class teacher at least three times a year to review their progress and their

targets through the Individual Provision Map (see graduated response).

The SENDCO/Intervention Manager or Resource Base Team may also come to

these meetings in order to support the provisions and reasonable adjustments that may need to be made in order to help your child make progress.

How will you help me to support my child's learning?

There are frequent opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum.

In addition, your child's class teacher or the SENDCO/Intervention Manager/Resource Base Team may be able to suggest ways and

strategies to help your child at home with specific areas of need including reading, writing, spelling, maths and social skills or behaviours.

What support will there be for my child's social, emotional and mental health?

At Emersons Green Primary School, a child's social, emotional and mental health needs are at the forefront of our provision. If you are concerned about your child's social, emotional or mental health needs then please arrange to meet with your child's class teacher in the first instance. They may then seek guidance from the SENDCo or Jo Chambers who is designated teacher for Social, Emotional and Mental Health.

At playtimes and lunchtimes there are staff on duty to ensure all children are kept safe and interact with their peers and are supported to enjoy their playtimes.

Some members of staff are

What specialist services or expertise can be accessed by the school?

All staff who work at the school have training and expertise in meeting the needs of pupils with Visual Impairments and Physical Disabilities.

Our school staff also has a wide experience of meeting the varying needs of pupils with a range of special educational needs.

We also have a Family Link Worker (Angela Knight) who may liaise with you,

trained in First Aid and are always on duty at break times, lunchtimes and throughout the day.

If your child has medical needs, they may have a Health Care Plan drawn up by the School Health Nurse/SENDCo. This plan may include the specific needs of the child, administration of medication or medical techniques that may need to be known.

Annual Epi-Pen and Epilepsy training is provided for all staff. Please see our Policy on Medical Needs for further detail.

There are forms to complete in the office should you wish staff to administer medication to your child.

your child and class teachers in order to support a child's social, emotional and mental health needs, which may be presenting at home or at school.

Should you require any further information or support in these areas then please contact the class teacher, SENDCO, Intervention Manager or Resource Base Team.

The school may also call in

A parent's experience:

"Our experience of the SEND provision at Emerson's Green Primary has been excellent. Our child is autistic and the school have gone out of their way to make the school environment accessible. We have been assisted in obtaining a diagnosis and the school have made adaptations and special provisions (including prior to the diagnosis) to ensure that our child has been able to access school to the fullest of their ability. The school have demonstrated that inclusivity is at the heart of everything they do and it shows throughout the whole team of staff as well as in the attitudes of the children. We really could not have asked for a better primary school for our child."

A child's experience:

"I have lots of people who help me in school, sometimes with learning and sometimes with my friends. If I am worried about things I can talk to teachers I trust, I spend time with Mrs White every week, we play games, paint pebbles, make pom poms and I can talk about things that are on my mind. Mrs White helps me work out how to sort out my problems or explains things so I don't worry too much when something is new."

support from the local authorities:

- Educational Psychology Service
- Sensory support team
- Educational welfare officer

- Behaviour support team
- Play therapists
- 0-25 Team.

Specialist services through the NHS and through the Access and Response

Team may also be accessed in the form of a Single Assessment for Early Help (SAFeh) or a request for help in a particular field.

What training have staff supporting pupils with SEND had, or are they having?

Staff supporting pupils with SEN/D are given training on children's specific needs. This may be provided by specialist staff or therapists involved with the child. All staff have annual

training from the school nurse on medical needs, so that they are aware of emergency action to be taken for pupils who have conditions such as epilepsy or severe allergies.

All staff have training every two years on the safe positive handling of children, so that they are able to assist children with physical disability.

How will my child be included in activities outside of the classroom?

A number of clubs run after school. If your child needs individual support, school staff will aim to provide this (although this cannot be guaranteed).

If your child uses Local Authority transport to get to and from school then attending after school clubs can be challenging, in these situations you may be required to collect your child from school without the aid of LA transport.

Some clubs are run by outside

agencies/professionals.

Therefore, it is advised that you talk to the club leader about your child's specific needs. Please ask at the office for details should you require any specific information.

There are curriculum trips for every class. These are carefully planned to ensure that every child can be included if it is appropriate to their needs.

Year 5 & 6 children may take part in residential

visits. The venues for these are carefully researched to ensure that the accommodation and activities are suitable for everyone. All pupils in the year group are invited and the activities are inclusive. If your child has any additional needs these will be discussed prior to the trip and a risk assessment or behaviour plan may be discussed. This again will be done on an individual needs basis

How accessible is the school environment?

The school is built on one level, there are three accessible bathrooms, all with changing beds.

The school is designed to have a lot of natural light. Every classroom has window blinds.

All the corridors and

classrooms are carpeted, in order to reduce the noise levels to meet the sensory needs of the pupils and walls are painted with contrasting colours to support pupils with Visual Impairments.

All doors have braille labels

as well as key signage. Every classroom has a visual timetable to support all pupils and equipment in classrooms is labelled using both words and visuals.

The playground and school field are accessible for wheelchair users.

How will the school support my child in starting school and moving on?

The Reception Early Years Team (EYFS) aim to visit pre-school settings to meet with staff and children in the Summer Term.

There is a meeting for parents of all new Reception children in June and the children are invited into school on two afternoons during the summer term. This is part of our induction process for all new reception starts.

Some children might need more support in starting school and may have additional induction visits/meetings with the school prior to them starting.

If your child has been identified as having SEND by the pre-school, the Reception Class Teacher and/or SENDCO's will make links and discuss provision. We will also meet with you to discuss your child's needs and how

we can support your child to settle into school.

When your child is due to move onto Secondary School, we will make links with the school so that we can share information and begin the transition process from primary to secondary school.

All Year 6 pupils are prepared for transition through class and group activities. For some pupils it may help to carry out these activities in smaller groups with an adult or occasionally on a 1:1 basis.

Some pupils may benefit from additional visits to their secondary school and we will support and arrange this on an individualised basis and put in additional support such as individual visits to their secondary schools supported by Emersons staff.

How are the school's resources allocated and matched to pupils' SEN?

The school may receive additional funding from the Local Authority to support children who have an Education, Health and Care Plan (EHCP).

This funding is linked to the individual EHCP outcomes and may aid in providing additional staff, equipment or resources to support

each child's individual needs.

The needs of other pupils with SEND are met from within the school's overall budget.

The school follows a graduated approach to supporting pupils based on their needs. (please refer to 'Emersons Green Primary

Our story:

When our daughter started at Emerson's Green Primary she did not have a diagnosis and, at that time, we were not aware that she had special education needs. As she progressed it became clear to us that she needed additional support, although as she was excellent at masking her problems at school this wasn't always apparent. However, we were lucky enough to have an excellent teacher in year 5 who recognised some of the very subtle signs that she was struggling and assisted us in providing evidence for her to be put on the waiting list for an assessment for autism.

Although we were without a diagnosis the school put in place various adaptations to make sure that our daughter could access school. Her main difficulties were around sensory issues, anxiety and being able to socialise with other children. This meant that making it through the school gates became increasingly difficult. The SEND provision at Emerson's Green Primary was excellent however. They put a number of things in place to help our daughter access school. She had, for example, friendship buddies, additional exercise to help with masked emotions, time with the SENCO when she arrived at school to help ease her into class, adaptations for her SATS, relaxation of school uniform to ease the sensory issues, and many other adaptations. In addition to all of this, and just as important, we really felt that the team genuinely cared about our daughter and wanted her to have the best experience at school. Our daughter experienced help and support from the SENCO, teachers, teaching assistants, the office team and the senior management team – it really was a whole school approach.

As we reached year 6 we were concerned to have a diagnosis in place, not for her time at primary school, but for the future transition to senior school and for our daughter's own identity and understanding of herself. The school's SENCO, Mrs Young, understood why a diagnosis at this stage was so important to us and liaised with the Paediatrician and the Educational Psychologist to arrange an assessment. Our daughter received her diagnosis of autism, which has been hugely significant in her understanding of herself as well as assisting her new senior school to understand her needs going forward. As a family we felt fully supported by the school throughout this process. Transition to senior school has been an anxious time for us all. Our daughter had developed really strong bonds with the team at Emerson's, particularly with Mrs Young who has been excellent at gaining her trust, so starting those new relationships was a little scary. However, Mrs Young went out of her way to ensure this transition was as smooth as possible by liaising with the new school, accompanying our daughter on her first day at summer school and obtaining a place with a local mentoring scheme that gives her weekly support throughout the school holidays and through the first term of the new school. Knowing that this amount of time and effort was put into a child that is leaving the school just demonstrates to us how much the school genuinely care about our daughter and her future.

We really couldn't have asked for anything more. The SEND provision we have experienced at Emerson's Green Primary School has been excellent. We feel that our daughter and our whole family have been supported during our daughter's time at the school. Our experience, and witnessing the experience of other SEND families, has proved to us that inclusivity is at the heart of this school and it is a shining example of

School's

Graduated

Response')

How will I be involved in discussions about and planning for my child's education?

If your child has a special educational need and/or disability you will be invited to meet with your child's class teacher and/or the SENCO at least three times a year.

Your child will have an IPM (individual provision map) which is a tool to aid supporting your child's challenges. The IPM includes provision details and intended outcomes. This is reviewed regularly to

ensure that progress and provision in school is matching needs.

If it is felt that provision is not meeting needs the school and the family may wish to request an EHCP Needs Assessment form the local Authority. (Please refer to 'Emersons Green Primary School's Graduated Response')

If your child has an Education, Health & Care

Plan, there will be an Annual Review Meeting, everyone involved with your child will be invited to discuss their progress and plan future needs/provision.

You will be invited to write a contribution to the review meeting should you wish to do so and your child will have an opportunity to share their views through a variety of means to reflect their need.

Who can parents contact for further information?

Your first point of contact for any concerns is your child's Class Teacher. If you have a query about SEND provision for your child there are three different routes;

- child has EHCP and allocated a resource

base placement – Mr Watson/Mrs Chambers,

- child has an EHCP – Mrs Young,
- child is currently working at a school support level – Mrs Morson.

If you have a question or query about SEND procedures, please get in touch with Mrs Young as she is our SENDCo and has strategic oversight.

How are children admitted to the Resource Base?

Decisions about Resource Base admissions are made by the Local Authority. The Resource Base is for pupils who have an Education, Health and Care Plan which identifies a Visual Impairment or Physical

Disability as their primary need.

As part of EHCP Needs Assessment or Annual Review for an Education, Health and Care Plan you can express a parental

preference for the primary school that you would like your child to attend.

Parents are very welcome to visit the school to see if you feel it could meet your child's needs.

What to do if I feel my child has a Medical Condition that may be impacting their learning?

You are welcome to discuss such needs with school but you should also make an appointment with your GP who may refer you to the Paediatrician for further investigation. The school health nurse team may be able to offer support and the SEND team in school can make a referral for support.

If your child is diagnosed with medical needs then the school, with the support of families and/or medical teams may create a Health Care Plan to ensure clarity of need and support in school.

We aim to build positive relationships with parents. We are open and honest with parents and hope that you will feel comfortable enough to do the same with us. We are here to help you and your child so please feel free to chat to a member of staff, call or email the school and we will do our utmost to support.