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Signed (Chair):	Kevin Corke
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Special Educational Needs and Disabilities  
(SEND) Policy  
**2021**

## **Ecclesall Primary School SEND Policy 2021**

### **Policy Formation and Consultation Process**

This policy was written and developed by the SENCo and the Senior Leadership Team in consultation with pupils, parents, governors and the wider school staff.

This policy ensures that the arrangements made for pupils with Special Educational Needs and Disabilities (SEND) are in line with the requirements of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2015.

### **Sections covered in this policy are:**

1. Purpose of Policy
2. Definition of SEND
3. Staff in school who work with pupils with SEND
4. Identifying when a pupil has SEND
5. The provision we make for pupils (for consistency) with SEND
6. Education Health and Care Plan (EHC Plan)
7. Funding
8. The Local Offer
9. Record Keeping
10. Assessment
11. Information Management
12. Working with Parents/Carers
13. Working with children
14. Working with External Agencies/Support Services
15. School to School Support
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17. How we evaluate our SEND Policy
18. How we deal with complaints
19. More Information/Glossary

### **1. Purpose of policy: To outline the SEND provision for pupils at Ecclesall Primary School**

Ecclesall Primary School is an educationally inclusive school. Our motto at Ecclesall Primary School for all children is 'Happy Children Happy School'. We believe that all children, regardless of needs, ability and behaviour, are of equal value. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

#### **Aims**

We aim to meet needs and 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 (2014).

#### **Objectives**

- To create an environment and curriculum that meets the individual needs of each child

- To ensure that the special educational needs of children are identified, assessed and provided for, carefully considering the needs of the 'whole child'
- To ensure that parents or carers views are valued so that they can play an active role in planning, supporting and evaluating their child's provision
- To ensure that our children have a voice in this process.
- To identify the roles and responsibilities of staff in providing for every child's needs including those who require SEN support.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy
- To provide support and advice for all staff working with children who require SEN support.

At Ecclesall Primary we seek to ensure that

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings (or feeder school) prior to the child's entry into the school. Pupil's progress and needs are evaluated termly in pupil progress meetings and parent consultations.
- **We monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **We make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **We 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 SEN procedures and practices, sign posting to external agencies and providing regular feedback on their child's progress.
- **We work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services including; Fusion TSA (learning support), Educational Psychology Service, Speech and Language Therapy, Autism Team and Family network of SENCOs .
- **We create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams, mental health champions.

## 2. Definition of SEND

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN 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.

### **Supporting Pupils with Medical Conditions**

Pupils' medical needs may be broadly summarised as being of two types:

(a) **Short-term**, affecting their participation in school activities while they are on a course of medication.

(b) **Long-term**, potentially limiting their access to education and requiring extra care and support. The Children and Families Act 2014 places a duty on schools to make arrangements for children with medical conditions. **Pupils with medical conditions have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. (see medical policy)**

### **3. Staff in school who work with pupils with SEND**

All staff in school teach pupils with SEND.

The following people have particular responsibilities:

Headteacher: Emma Hardy - Via school office: [enquiries@ecclesall.sheffield.sch.uk](mailto:enquiries@ecclesall.sheffield.sch.uk)

SENCO: Joanna Kay – [senco@ecclesall.sheffield.sch.uk](mailto:senco@ecclesall.sheffield.sch.uk)

Link Governor: Kevin Corke - Via school office: [enquiries@ecclesall.sheffield.sch.uk](mailto:enquiries@ecclesall.sheffield.sch.uk)

- **The Head Teacher and SENCo** ensure that the school's provision for children with additional needs is met and children's progress is evaluated on a regular basis. The SENCo meets with the Inclusion Link Governor regularly to discuss SEND provision priorities.
- **SENCo** takes the lead in co-ordinating any further assessment and planning future interventions for the child in conjunction with colleagues/parents. This will involve the monitoring and reviewing of actions taken and coordinating staff training. The SENCo also provides an additional communication point for parents/carers and supports teachers in ensuring they are fully informed about their child's provision.
- **Inclusion Link Governor** monitors and evaluates provision and reports to the governing body.

- **Class teachers** provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set targets for them. They report to the SENCo any child that may be causing concern and are responsible for reviewing and updating children's pupil passports and support plans throughout the year in conjunction with parents.
- **Teaching Assistants** work under the supervision of class teachers and deliver specified work and planned programmes of work according to children's support plans.

#### **4. Identifying when a pupil has SEND**

It is important that a pupil's SEND is identified as early as possible. The Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and /or physical needs

These categories provide an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Ecclesall Primary School we seek to identify the needs of pupils by considering the needs of the 'whole child'.

#### **Before a child starts at school**

Our foundation stage teachers and teaching assistants meet each child at home prior to their start and talk to parents. Staff will ask specific questions about any additional support their child may have received or be receiving and give an opportunity for parents to outline any concerns they may have. In addition all pre-school settings and nurseries are visited by foundation stage staff, children are observed and discussions are held with the staff. Where SEN is already identified, staff from Ecclesall Primary School will attend any reviews prior to the child starting school.

All our staff under take training to ensure that they have up to date knowledge of working with children with SEND.

#### **Other professionals maybe involved:**

- Educational Psychologist
- Specialist Autism Team
- Specialist ADHD team
- Speech and Language Therapists
- Consultants from Ryegate Children's Centre (NHS)
- Occupational Therapists/Physiotherapists
- Early Years Inclusion Team

#### **In School**

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible.

#### **This could be through:**

- Teacher observation and assessments
- Discussions with parents

- Pupil Progress Meeting discussions with the senior leadership team
- Advice from outside agencies
- Information passed on from previous schools/settings

The class teacher will have a discussion with the parents and the teacher will add any concerns to our CPOMS system (computerised information recording system). The SENCo will gather together information about pupils, consult the Sheffield Support Grid (SSG) around identification and provision, and will work with the staff/parents involved to decide on any action that needs to be taken.

### **Parent**

- Information provided by parents
- Discussion with parents

Staff at Ecclesall Primary School recognise that parents know their children best and we are keen to discuss with them concerns or observations they have about their own children. We pride ourselves on our good relationships with parents and well established channels of communication including: phone calls, parents making appointments at the end of the school day, and email.

### **Children who enter mid-year or after foundation year:**

- Staff and SENCo liaise with staff from the previous school
- Staff may visit the child in the previous school
- All paper work is transferred to Ecclesall Primary School on admission of pupil.

### **Special Needs Register**

When a pupil has been identified as having SEND and this has been discussed with parents, we place them on the Special Needs Register. Using the Sheffield Support Grid (SSG) as a framework, the criteria we use to identify children as having a SEN are detailed below:

- A child is working significantly behind their peers and not making adequate progress. This may be in all areas of the curriculum or the child may present a 'spiky profile' and be under-performing in just one area of the curriculum.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.

A child who is on the SEN register will have a pupil passport, detailing the nature of their needs and provision to meet needs, regular reviews in which SMART targets are set in collaboration with parents (including also the child's views). Some children may have support plans or My Plans, following guidance from the Sheffield Support Grid. Pupils and parents are involved in reviewing the progress 3 times each year.

## **5. The provision we make for children with SEND**

All children have a broad and balanced curriculum, which is planned to take account of any SEN they may have. Following identification of a child with SEND, they are placed on the SEN register.

This is now a single category of support – ‘SEN Support’ or EHC Plan and the school follows a graduated assess-plan-do-review approach to ensure provision matches need.

### **Assess**

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress, attainment and impact of any previous interventions received, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, pupils, parents and SENCO 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 may be sought, where appropriate, to reinforce or contribute to progress at home. 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.

### **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 teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. 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 SENCO.

### **Review**

Reviews of a child’s progress will be made regularly by the class teacher and for specific children up to three times a year as part of a review process with the SENCO, class teacher and parents. 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 where necessary their parents and any outside agencies involved. The class teacher, in conjunction with the SENCO, parents and child will revise the support and outcomes based on the pupil’s progress and development making any necessary amendments going forward.

### **Teaching arrangements for pupils with SEND**

For the most part, children with SEND will be taught in the classroom, alongside their peers, receiving high quality teaching from the teacher. Teaching techniques and strategies within each class, including differentiated resources and scaffolded learning tasks, will accommodate those with special educational needs. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum. When appropriate children on the

SEN register will sometimes have the additional support of a Teaching Assistant. This support might be delivered to an individual child on a one to one basis or the Teaching Assistant might work with a small group of children. By careful monitoring of children's progress we can match their needs to differing programmes/interventions we have developed in school. Interventions are constantly reviewed and changed according to the needs of current children and cohorts. The provision available is continually reviewed and assessed against needs.

A few children with SEND will have an Education Health and Care Plan (see later in policy).

**We support pupils with SEN through/or with:**

- Specially prepared learning materials
- Deployment of Teaching Assistants
- Individual and group learning sessions/support sessions
- Compute-based interventions
- Adaptations to the learning environment
- Tailoring of the curriculum, working from where the child is at
- Specialist equipment/resources including computing equipment
- Pre and post teaching interventions
- Social skills programmes
- Physio and fine motor programmes
- Engagement with external services

**6. Education Health and Care Plan (EHC Plan)**

**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 an Education, Health and Care Plan will be taken at a progress review.

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

- The child's view
- The parent's view
- Teachers
- SENCO
- Any other agencies currently working or involved with the child e.g. Learning Support/ Educational Psychologist Report
- 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 SEND Local Offer:

<http://www.sheffielddirectory.org.uk/kb5/sheffield>

**For more information please contact:**

The SEN Assessment and Placement Team  
Sheffield City Council  
North Wing, Level 5  
Moorfoot Building  
Sheffield S1 4PL  
Email: [ed-sensupportteam@sheffield.gov.uk](mailto:ed-sensupportteam@sheffield.gov.uk)

Or for independent SEN information and advice please contact:

Sheffield SEN & Disability Information Advice and Support,

Floor 6

North Wing, Moorfoot

City Centre

SHEFFIELD

S1 4PL

0114 273 6009

E-mail [ed-parent.partnership@sheffield.gov.uk](mailto:ed-parent.partnership@sheffield.gov.uk)

## **7. Funding**

Schools receives delegated funds for each child in school. Alongside this, school is allocated a delegated SEND fund based on high need numbers. In specific cases those with the most complex needs may be entitled for additional funding. The Sheffield Special Educational Needs and Disability Grid helps to identify these children and the expected level of provision which is required.

The evidence from this is then submitted to a panel within Locality F (Local Schools), who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

## **8. The Local Offer**

As part of the new Code of Practice, July 2014, Local Authorities must publish a Local Offer, setting out in one place information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled

**The Local Offer has two key purposes:**

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children, those with SEN, their parents and service providers in its development and review

**The Local Offer should cover:**

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support
- Schools are also required to be transparent in what their setting offers in terms of support for children with Special Educational Needs and Disabilities.

More information can be found from:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

### **9. Record Keeping**

We record all the steps taken to meet pupils' SEN outcomes. The SENCo is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with SEN may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Information about interventions (from provision maps)
- Personal Profiles
- The child's own views of their needs (One page profile)
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports.
- CPOMS records

### **10. Assessment**

We assess all children including those on the SEN Register 3 times per year. These assessments provide part of the information teachers use to discuss children's progress with the Head Teacher and the SENCo at half termly inclusion meetings. Assessments help to inform targets and future SEN provision. Children accessing intervention programmes often have pre and post intervention assessments. Children with more complex or significant needs, are also assessed by external agencies e.g. Learning Support Teacher, Educational Psychologist.

### **11. Information management**

It is important that information about a pupil's SEND is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

### **12. Working with Parents/Carers**

The aim is to develop a partnership where staff and parents work together in the best interests of the child. For this to work successfully, staff recognise that positive attitudes, sharing information, procedures and awareness of needs are all important. When appropriate the views and wishes of the child are also sought and taken into consideration. In some cases it is the concerns of parents that lead to a child being placed on the SEN register.

During the procedure of applying for an Education and Health Care Plan, parents will be given as much help, advice and support as possible. In addition, we operate an open door policy. Parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). Whenever a parent raises a concern, it is always investigated and outcomes are reported back/discussed with parents.

### **13. Working with Children**

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their next steps
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- Encourage pupils to become involved in the wider life of the school.

### **14. Working with External Agencies / Support Services:**

These provide us with advice, support and training on SEN. In our school we have involvement from:

- Multi Agency Support Team (M.A.S.T)
- Speech and Language Therapy Service
- Educational Psychologist
- Occupational Therapy/Physiotherapy
- Learning Support Teacher
- Specialist Teachers for children with Autism
- Early Years Inclusion Team
- NHS Mental Health Practitioner.

### **15. School to School Support**

Ecclesall Primary School SENCo works regularly with SENCo's from other schools in the locality including secondary schools. Whenever a pupil transfers to another school, including special schools, a transition package will be developed to meet the needs of each individual child. This will be 'over and above' the transition package offered to other non-SEN children. All relevant information will be transferred to the new school. In addition, for pupils with SEND, there will be dialogue between the class teacher and/or SENCo and/or Head Teacher and a senior member of the new school's staff.

### **16. Staff Development**

Whole staff training in SEN will normally be identified through the performance management process, but also training sessions will be organised to meet the current needs of children and staff. The quality of teaching and learning is regularly reviewed for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving staff understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. The training is provided in the following ways:

- In-house training
- Training from external agencies
- Mentoring
- Job shadowing
- Visits to/links with other schools, including special schools

- Training arranged through the family of schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

### **17. How we evaluate our SEND policy**

- The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEN. The Inclusion Link Governor reports back to the Governing body termly using evidence for example from discussions with SENCo, reports, discussions with other staff and learning walks.
- Parent's views and pupil's views are regularly sought through questionnaires
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its' staff to meet the full range of SEND within the school.

### **18. How we deal with complaints**

We are always very happy to talk to parents and listen to any concerns they may have. Parents who have concerns about their child should contact their child's teacher or the SENCo. We will always do our best to respond to concerns raised. If parents feel their concerns are not being responded to, school has a formal complaints procedure. A copy of this can be found on the school website.

### **19. More Information / Glossary**

**Annual Review** - Review of Statement/EHC Plan by the Local Authority that must occur at least annually. (Parents are invited to attend.)

**SEND Code of Practice 2014** - (For more detail: Google: Special educational needs and disability code of practice: 0 to 25 years)

Guidance for Local Authorities & schools on how to identify, assess and provide for children with SEND.

**Early Years Inclusion Team** - Special Educational support for pre-school and Foundation Stage children

**Educational Psychologist** - Employed by the Local Authority or the school to assess and advice on a child's learning difficulties.

**Education Health Care Plan** - This is the replacement for the Statement of SEN. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them. It is for children with significant and complex SEND whose needs cannot be met by the resources of the school alone.

**Individual Education Plan (IEP) – what we now call the support plan** - Plan outlining steps towards outcomes for each child with SEND.

**Local Authority (LA)** - The body responsible for schools and for assessing and providing for SEND.

**Learning Difficulty** - Significantly greater difficulty in learning than other children of the same age, or a disability which hinders use of general educational facilities.

**Mainstream School** - School that caters for all pupils, including those with SEND.

**Special School** - School that caters for children with a Statement of SEN or an EHCP who cannot/have chosen not to access mainstream school.

**SEN Support** - This is the new category on the SEN register.

**Special Educational Needs and Disabilities (SEND)** - A child has SEN if she/he has learning difficulties that require special educational provision.

**Special Educational Provision** - Additional or different for children with SEND.

**SENCo** - A member of staff at school who has responsibility for coordinating special educational provision.