



Errington Primary School

SEN Information Report

2023-2024

This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Claire English/Allan Fishpool

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? No

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? yes

Definition

With accordance with the SEN Code of Practice 2014; we class a child as having Special Educational Needs if:

‘They have a learning difficulty or disability which calls for special educational provision to be made for them.’

A child is classed as having a learning difficulty or disability if they:

- *‘have a significantly greater difficulty in learning than the majority of children of the same age.’*
- *‘have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.’*

For children aged two or more, special educational provision is classed as:

- *‘educational provision that is additional and different from that made generally for other children of the same age by mainstream schools.’*

Aims

At Errington Primary School we strongly believe that all children should:

- Be happy and feel secure
- Be treated as equals
- Achieve to their full potential
- Have access to a broad and balanced curriculum

Objectives

- To provide a safe and caring environment in which children can learn and develop to their full potential.
- To ensure all children have access to a carefully planned and differentiated curriculum which reflects the needs of all learners, through use of appropriate support and resources.
- To recognise and celebrate differences, recognising pupils as being individuals and celebrating all contributions and achievements.
- To maintain high expectations of all pupils, responding to individual needs.
- To develop strong partnerships between pupils, parents, staff and outside professionals.
- To review and evaluate pupils progress regularly.
- To ensure that Special Educational Needs are identified and assessed as early as possible.

Admission Arrangements

Errington Primary School strives to be a fully inclusive school. All children are welcome and, in accordance with LA Admissions Policy, no child will be refused admission as long as a place exists and needs can be met.

Roles and Responsibilities

At Errington Primary School:

The Special Educational Needs and Disabilities Coordinator (SENDCo) will:

Play a key role, alongside the headteacher, in delivering and developing SEN Policy and Provision.

Meet regularly with the headteacher to discuss individual children, resources and provision.

Ensure that procedures for identifying children with Special Educational Needs are known and understood by all staff.

Ensure that staff and parents are aware of needs identified.

Lead INSET and training in school as appropriate.

Liaise with staff on strategies and resources that are available to support children with SEN.

Keep SEN files up to date and review them regularly.

Keep the Whole School Provision Plan up to date.

Advise and support staff in creating Send Support Plans.

Advise staff on the assessment and support of pupils with SEN.

Review provision made for pupils with Special Educational Needs.

Monitor and evaluate the progress made by children with Special Educational Needs.

Ensure that the impact of SEN intervention and support is monitored for every child.

Liaise with support services and outside agencies.

Meet with parents to discuss progress and attend review meetings.

Report to the Governors when requested.

Keep own skills and understanding updated by reading, researching, attending SEN cluster meetings and external courses.

Class Teachers will:

Know which children in their class are on the SEND Register.

Know the needs and barriers of all children in their class including those with SEND.

Share initial concerns about children with the SENDCo by submitting SEN concern forms.

Produce a SEN Support Plan for pupils in their class who are on the SEND register.

Produce Individual Support Plans for pupils in their class who require additional intervention in school.

Review SEND Support Plan and Individual Support Plan targets at least termly.

Share and discuss SEND Support Plans and Individual Support Plans with the parents and pupil (where appropriate).

Maintain appropriate records for SEND children in their class, to include records of support and progress towards SEND Support Plan and Individual Support Plan targets.

Plan and deliver, or plan for Teaching Assistants to deliver, relevant support or intervention to SEND children

Attend referral planning meetings (RPM) and annual review meetings, and/or provide reports for children with an Education Health Care Plan (EHCP) or for children receiving support through a SEND Support Plans.

Plan and differentiate lessons and learning opportunities to meet the needs of all learners in their class.

Ensure Teaching Assistants are supporting SEN children in their class and inform the SENDCo of CPD that is required.

Teaching Assistants (under the guidance of the Class Teacher and SENDCo) will:

-Be fully aware of the school's SEND Policy.

-Be aware of the needs and barriers of all children in their class including those with SEND.

-Lead and support with activities and interventions as directed by the class teacher or SENDCo.

-Keep records of this work up to date on pupil's intervention sheets.

-Attend INSET days and CPD required to enable them to meet the needs of the children in their class.

Governors will:

-Ensure a named governor has responsibility for the implementation of the SEND policy.

-Be fully involved in developing and evaluating the SEND policy.

-Have an up to date knowledge of the school's SEND provision, including funding.

-Understand how equipment and personnel resources are deployed.

-Ensure that SEND provision is an integral part of the School Development Plan.

-Ensure that financial resources are available to carry out the SEND Policy.

-Be involved in a regular cycle of assess, plan, do and review.

-Ensure that quality of SEND provision is monitored continually by the school.

-Liaise with the headteacher and SENDCo on a termly basis.

-Report to parents on the implementation of the SEND Policy and any changes that have occurred during the year.

Identification:

At Errington Primary School, we aim to identify children with Special Educational Needs as early as possible in their school career to ensure they thrive and get the support they need. The progress of all children is monitored throughout the school by the class teachers, the senior leadership team, SENDCo and the headteacher, through the use of tracking data and termly pupil progress meetings. Where there are concerns about a child's progress, despite differentiated work and use of 'Wave 1 – Quality First Teaching' strategies, the following procedures are followed:

Teacher Concern:

1. The teacher will monitor the child's progress closely.
2. Targeted support will be given by the teacher and/or class teaching assistant.
3. 'Wave 2 – Catch Up' Intervention and support strategies will be provided – effectiveness of these will be monitored by the SENDCo and Subject Leaders.
4. Parents will be kept informed of teachers concerns.
5. Records will be kept detailing observations, concerns, progress and support strategies using an Individual Support Plan.

If the class teacher still feels that the strategies in place are not having an impact on progress and that the child is not learning as effectively as possible, they will share these concerns by submitting a SEN concern form to the SENDCo and headteacher and holding a meeting to discuss next steps

School SEND Provision:

Additional and different provision is considered when:

- The child continues to make little or no progress even following targeted teaching and support.
- The child requires 'additional and different' support in order to make progress in one or more of the four broad areas of need: Cognition and Learning, Communication and Interaction, Physical or Sensory needs and Social and Emotional Mental Health needs.

If, following consultation between class teacher, SENDCo and parents, it is decided that the child requires additional support:

- The child's name will be placed on the school's SEND Register.
- Further assessments, observations and pupil voice meetings may be carried out to highlight specific needs and barriers to learning.
- A SEN Support Plan will be produced by the class teacher and shared with parents which will include individual targets set for the child which will be specific, measurable, achievable, realistic and timed (SMART).
- Additional support will be provided from within the school's resources.

Involvement of Outside Agencies:

If, despite appropriate intervention and support planned, delivered and monitored by staff in school, a child is still unable to access the curriculum or continues to make little or no progress, we may consult the school's Educational Psychologist or other outside agencies. They would be provided with information about the pupil, including evidence of all previous support and adjustments. They would then either offer further advice to school or decide that the child requires additional support from outside agencies.

This is usually when:

- The child continues to make little or no progress in the identified area(s) of need over a long period of time, despite evidenced support.

- The child is working at levels substantially below the National Curriculum levels expected of a child of a similar age according to standardised assessments/teacher assessments.
- Interventions planned, delivered and monitored by school staff have had little or no impact on progress.

Education, Health and Care Plans

Following advice from outside agencies, should it be decided that additional help be required from outside the school's resources, the SENDCo will hold a referral planning meeting (RPM) to request an Education, Health and Care Plan (EHCP). All relevant parties involved with the child, including parents, will be invited to the meeting and will be required to fill in relevant paperwork that will be discussed during the meeting itself. This paperwork will then be submitted to the SEND Officer at the Local Authority who, alongside a panel of professionals, will decide whether there is evidence to support the school's request for additional support. If the panel decide an EHCP is required, further assessment will take place. When an EHCP is issued, the SENDCo will be responsible for maintaining the SEND Support Plan for the child, working with the class teacher, to meet the objectives set out in the EHCP. The EHCP will be updated every year in an annual review meeting. Should provision outlined in the EHCP prove to be insufficient, an interim review can be held at any time.

SEND Support Plans

At Errington Primary School, all pupils on the SEND Register will have a SEND Support Plan including those with an EHCP. These plans set out: the individual targets for the child, the personalised provision that will be made for the child, and the measures that will be used to monitor the child's progress. SEND Support Plans are reviewed termly. The plans will be shared with the parents and, where appropriate, the child. These SEND Support Plans are very important in supporting the child's progress and also provide valuable evidence of the interventions and support being provided by the school. If a child is not meeting targets, then provision will be reviewed and it may be appropriate to seek advice or support from outside agencies. Equally, should a child make significant progress and barriers to learning appear to no longer be of concern, a child can be removed from the SEND Register and the SEND Support Plan will no longer be maintained. The child will however be placed on the Vulnerable Register so they are still closely monitored.

Outside Agencies

We have a number of outside agencies and professionals available to us. They include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Healthcare Professionals
- Early help
- Social Care
- Counselling Services
- Specialist Teaching Service

Partnership with Parents

At Errington Primary School, we understand that parental involvement has a great impact on pupil progress and development. We strongly believe that by working closely together and communicating regularly is an effective way of improving a child's self-esteem, academic achievement and confidence.

This partnership is enhanced by:

- Regular open and honest communication

- Involvement in target setting
- Contributing to review meetings
- Opportunities to come into school to meet with teachers, SENDCo and/or support staff
- Attendance at parents' evenings/SEND forums

Transition

Nursery to Foundation Stage 2:

The SENDCo, headteacher and EYFS Leader will liaise with the nursery staff to establish which of the pupils who are moving to FS2 are on the Early Years SEN Register or need to be added. This information will be used to devise Early Years Support Plans for the individual children.

Y6 to Secondary School:

As pupils on the SEN register progress to secondary school, the Y6 teacher, SENDCo and headteacher will liaise with the receiving school. This may involve:

- Meetings with the secondary school SENDCo, head of Y7 and any other professionals working with the child
- Inviting the secondary school SENDCo to SEN review meetings held throughout Year 6
- Additional visits for pupils to the prospective school
- Additional meetings and visits for parents to the prospective school

Local Offer:

The Local Offer for SEND can be found at:

<http://search3.openobjects.com/kb5/redcar/directory/localoffer.page>

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