



**Egerton  
Primary School**

## Special Educational Needs and Disability Policy 2022-3

<b>Document Version</b>	1.0
<b>Date of Last Review</b>	19/10/22
<b>Next Review Date</b>	October 2023
<b>Approving Body</b>	Local Board of Governors
<b>Document Author</b>	Elizabeth Broadbent

### Revisions Log

<b>Date</b>	<b>Pages/Whole Document</b>	<b>Description of Change</b>	<b>Origin of Change (e.g. Routine Update, request for Review)</b>

The Special Educational Needs and Disability policy at Egerton Primary School is derived from the commitment that governors and staff have regarding their responsibility to provide the most appropriate support and encouragement for maximising the potential of children. The governors and staff have embraced a policy of educational inclusivity where we seek to accommodate a variety of learning styles and paces and recognise and overcome barriers to individual learning.

This Policy is written in line with the requirement of:

- Children and Families Act 2014.
- SEND Code of Practice 2015
- UK Statutory Instrument 2014 number 1530- Special Educational Needs and Disability Regulations
- Equality Act 2010
- Schools Admissions Code, Department for Education 1 Dec 2014
- With reference to DFE SEND Review (March 2022) Right support, right place right time.

In accordance with the Equality Act (2010) which promotes disability, equality and takes steps to eliminate discrimination and harassment, the governors and staff of Egerton Primary School have taken appropriate action to eliminate discrimination and as such, has made reasonable adjustments to the physical features of the building and parking facilities to ensure equality of access. (Please see also our Accessibility Plan 2022/3). The school will also make reasonable adjustments in the provision of information to ensure it is in an accessible format, wherever necessary.

### **Policy Aims**

- Early identification of SEN/Disability and needs.
- To identify and overcome any barriers to learning and intervene early when needs emerge.
- To offer a range of quality first teaching strategies incorporating different learning styles.
- To have high aspirations and improve outcomes for children.
- To encourage the participation of children and parents in decision making. To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To strive for close co-operation between all agencies for a multi-disciplinary approach.
- To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
- To set targets to ensure that SEN pupils make progress against both linear and lateral targets.
- To ensure that all pupils with SEN/Disability feel valued and have a positive self-esteem.
- To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their understanding and skills.
- To enable pupils with SEN/Disability, within their age aptitude, to be familiar with a body of knowledge, skills. The curriculum promotes intellectual, emotional, social and physical development.
- Recognise the need to publish a School SEN Information Report and sign post the Local Offer in order to provide clear, comprehensive accessible and up to date information.

Our Policy also reflects school priorities (a focus on high quality first education, building expertise, wellbeing for all our children and families).

### **Co-ordinating Special Educational Needs.**

The school's special needs co-ordinator is Mrs Elizabeth Broadbent, who liaises with staff, parents, Governors, pupils and external agencies in order that appropriate monitoring, assessment, resources and provision is sought for children experiencing difficulties. Mrs Broadbent is a senior leader within the school leadership team and has completed the national qualification for SENDCO Award and National Professional Qualification for School Leadership.

### **Governors**

Mrs Liz Elliott is the specific governor who has responsibility for special educational needs and liaises with the special needs co-ordinator. The SENCo will present a twice yearly report to Governors regarding SEN provision, in-service training etc. The SENCo and SEN Governor work together to carry out rigorous self-evaluation of Egerton's practices.

### **Staffing**

- All staff have a responsibility to cater for children's individual needs
- All Teachers have a clear understanding of the needs of all pupils, including those with special educational needs and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Our new teaching assistant structure, promotes strong inclusive practice and serves to be flexible and responsive in meeting the needs of children across all phases.

### **Access and Facilities.**

The school building provides good access for disabled pupils i.e., a single story building with a ramp to the infant door and only low steps to junior doors. The building has disabled toilet facilities.

### **Admissions procedure**

All children follow standard admission procedures which include information from parents, preschool establishments and any outside agency involved with the care of the child. During the first few weeks in school all reception children are assessed on entry. They continue to be assessed throughout their Reception year.

Children joining Egerton beyond Reception age also follow the usual admission procedures and bring with them standardised information from their previous school. They are also assessed by their appropriate class teacher on entry.

Any concerns that teachers may have about a child are shared with the SENCo. Key intentions are to ensure a high quality education for all and promote the emotional wellbeing of all.

### **Four areas of need that schools make provision for:**

- Communication and interaction.
- Cognition and Learning.
- Social, mental and emotional health.
- Sensory and/or physical.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Autism Spectrum Condition
- Sensory Processing Disorder
- Speech Language and Communication needs
- Cognition and Learning difficulties
- Physical and Sensory difficulties
- Social Emotional and Mental Health needs

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in consultation with school.

### **Definition of Special Educational Needs and Disabilities (SEND)**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 schools within the area of the local education authority.

### **Identification, assessment and provision.**

Egerton school follow the guidance within the SEN Code of Practice (2014) together with guidance and resources from the Cheshire East Graduated response model, incorporating the SEND Toolkit.

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/special-educational-needs.aspx>

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

Initial identification of a child's special educational needs may be made by school staff, parents and/or information from an outside agency e.g., the school nurse, a speech and language therapist.

### **How do we identify children who need additional support or have SEND?**

At Egerton we monitor children's progress and academic attainment through termly Standards Meeting. We use a range of assessment including, teacher assessment alongside a range of assessments including baseline assessments, early language understanding, phonics screens, reading fluency, reading comprehension, mathematical fluency and mathematical understanding, including use of pre-key stage assessment measures and standardised assessments.

At the earliest indication of concern, the child's class teacher will provide quality first teaching through differentiated tasks to accommodate his/her learning needs and on-going classroom monitoring will apply. School follows a graduated approach in identifying and supporting pupils, starting with a First Concern Profile, to target support to enable them to make expected progress

through the curriculum. When a child is working below age related expectations, a child would then move to a SEN Support Plan. Individual targets and/or intervention and support would be put in place and closely monitored to measure progress. There is a clear focus on the participation of children and parents/carers in decision making at individual and strategic levels and their views are sought. If necessary, the school could seek advice from the appropriate external agency e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist. The needs of children requiring "SEN Support" are considered and met within the financial and human resources available to the school.

A range of support resources are available and compilation of these continues according to children's specific needs. The school has a strong focus on high aspirations and on improving outcomes for all children. For children with more complex needs, a co-ordinated assessment process could be sought and the school would consider applying for an Education, Health and Care plan (EHC plan) with a view to the Local Authority providing additional funding to the school in order that extra support and/or resources can be provided to aid the child's progress.

### **What is our approach to teaching pupils with SEND?**

At Egerton, we have an inclusive approach to supporting children's needs. Support is carefully planned and matched and inclusive strategies are deployed. These include, quality first teaching, differentiated teaching, targeted feedback, targeted group support, 1:1 support, together with the implementation of specialist advice and resources.

This year we have identified and further developed best practice and implemented SEND 5 a day Quality First Teaching approaches, based on Education Endowment Foundation research and practice

- Direct Instruction
- Metacognition
- Scaffolding
- Flexible Grouping
- Using technology

The inclusive aims of the school are to accommodate most children within their classroom, through quality first teaching approaches, listed above and as needed providing additional individual or small-group support, as would be most beneficial. Children therefore retain access to a balanced and broadly based curriculum, including the National Curriculum. All children are included in year group and whole school activities. Each child is encouraged to explore their potential, maximise opportunities according to capabilities/interests.

### **What support is available for improving the emotional and social development and wellbeing of pupils with SEND?**

Our priority is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance Whole School Assembly, in Personal, Social Health and Economic education [PSHE] and also indirectly with every interaction adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can also provide the following:

- Support from ELSA Teaching Assistant (Emotional Literacy Support Assistant)
- Access to quiet space – ELSA Room
- Access to sensory area and resources
- Accessing support from external agencies
- Referral to Child Health or the School Nursing Service.

### **Training and Specialist Support**

All staff are involved and deployed to meet these needs and regular CPD takes place for all staff. During the Spring Term of 2020 the teaching assistant team undertook additional training offered by Chester University in all four areas of special educational needs as well as specialist areas such as Dyslexia. CPD is embedded within our professional development. During the Autumn term of 2021 our teaching assistant team accessed the speech and language training offered by the Cheshire East Specialist Speech and Language Team. Our Year One Team, Senco, (Special Needs Co-ordinator) and ELSA TA (Emotional Literacy) completed Sensory Training offered by Cheshire East Autism Team and most recently our Senco was trained on the new Autism Progression Framework, offered by the Autism Education Trust. In 2022-3 our school will benefit from whole school subscription to NASEN (National Association of Special Educational Needs) which provide training across quality first teaching for SEND and linked to the four areas of need and key areas of need. (Learning, communication, social and emotional) and (Autism, ADHD, Dyslexia, Dyscalculia, Sensory Processing).

The school maintains regular contact with the Educational Psychologist and SENCo's from the other local schools in the Knutsford area. Regular contact is also maintained with a variety of external agencies, i.e. those agencies sharing responsibility for a child's specific needs meet, as necessary, to discuss strategies for supporting the child's on-going progress. Internal support staff includes teachers and teaching assistants who are deployed, as appropriate, to work with children who have been identified as requiring 'SEN Support'. This is detailed in a specific Teaching Assistant timetable which is regularly updated in order to ensure that the needs of individual children are most appropriately met.

SEND Green Paper 2022 - Right support, right place right time.

The SEND green paper gives the promise that every child or young person should have access to the 'right support in the right place at the right time'.

### **Parental Involvement**

The school informs parents at the earliest opportunity if their child is experiencing any educational, social or emotional difficulties. Equally, parental concern is acted upon without delay. The school values the information and support offered by parents, both at home and in school. Parents are informed of all concerns and proposed intervention strategies involving their children. Parents and children are invited to attend review meetings, where targets for individual children and interventions are discussed.

If parents have any concerns or worries regarding any matter concerning their child, they should follow the normal procedure, i.e., seek an appointment with the class teacher. The Head Teacher is informed of such concerns and will have a follow-up meeting with parents if this is deemed necessary. The SENCo may also attend these meetings.

### **Transfer to other schools**

Children with special educational needs who are transferring to other schools are accompanied by a special needs file containing all relevant information regarding their individual needs and intervention strategies employed at Egerton Primary School. Egerton school staff will also liaise with the staff of the receiving school as appropriate. The transferring children and their parents are encouraged to visit the receiving school.

The parents of Year 5 children with an Education, Health and Care Plan are offered an Annual Review where a Local Authority SEND Officer is available to discuss the most appropriate secondary provision for their child and arrangements to ensure a smooth transition is achieved.

### **External Agencies.**

The school liaises with external agencies in the support of children with special needs. These include – SENCo's of all local schools in Knutsford

- Educational Psychologist
- Occupational Therapist
- Education Welfare Officer
- Speech and Language Therapist
- School Doctor, Nurse and Paediatrician
- Child and Adolescent Mental Health Service
- CEAT
- Hearing Impaired Service
- Social Care