

Easebourne CE Primary School

Special Education Needs Policy

Adopted: December 2022

Review: December 2023



Lead member of staff	Caroline Hulbert
Governor Committee	FGB
Signature of Chair of Governors	

“And now these three remain: faith, hope and love. But the greatest of these is love.”

[Corinthians 13:13]

In a safe, loving environment built on the strong Christian values of **faith**, **hope** and **love**, we want our children to **ACHIEVE** excellence and a love of learning, fulfilling their potential, and to **BUILD** their life skills, experiences and dreams. We also seek to **CONNECT** our children with their learning, their wider community and the environment.

Aims

At Easebourne C/E Primary School we believe that all pupils should achieve their full potential. The early identification of pupils' special educational needs and disabilities is therefore essential in order that all pupils can access and benefit from a broad, balanced curriculum delivered through an appropriate learning programme.

We will be an inclusive school by:-

- Giving all learners both equality and fair treatment
- Striving towards the highest standards for all
- Treating learners as individuals and to differentiate teaching and learning to take account of their individual needs
- Creating a warm, welcoming, happy, safe, and secure environment for all children
- Encouraging, value and extending every child's contribution to the school
- Recognising and celebrating success in everyone
- Providing an exciting, broad and balanced curriculum; relevant to all children
- Building strong collaborative partnerships with families and the local community
- Encouraging and enabling the continuous professional development of all staff

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

SENCO

Our SENCO is Mrs Gemma Ralph. Mrs Ralph works 2.5 days a week and is typically in on Mondays, Wednesdays and Thursdays. Mrs Ralph is a very experienced SENCO and holds the National Award for SEN Co-ordination. Her role is to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Oversee the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor is Nicola Holben who will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher Caroline Hulbert will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEND Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of "**Assess, Plan, Do, Review**"

This means that we will:

- Assess a child's special educational needs – through ongoing assessment; discussions with parents and children and advice from other professionals;
- Plan the provision to meet your child's aspirations and agreed outcomes – through SMART targets on Individual Education Plans (IEPs)/ Pastoral Support Plans (PSP) that take into account advice from other professionals;!
- Do put the provision in place to meet those outcomes – through a personalised approach and specific recommended resources;

- Review the support and progress – in conjunction with the child and family at least 3 times a year.

We work with a number of outside agencies to secure quality provision for our pupils. These are detailed in the school's Information report.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

An EHC assessment would be appropriate when recommended by a professional working with the child and after discussion with the parent/carer, usually where the child is evidencing complex needs and significant barriers to learning. Thresholds can be found in the West Sussex Local Offer.

Monitoring arrangements

This policy and information report will be reviewed by Mrs Ralph every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Complaints Procedure

Arrangements for considering complaints about SEND provision within the school will be considered through the normal complaints procedures, i.e. through the headteacher, governors and LA.

Links with other policies and documents

This policy links to our policies/ reports on:

- The SEND Information Report
- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions

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