



**ELTHAM**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL  
SINCE 1814

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Prepared by: Matthew Bulpitt  
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## Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and is written with references to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO and Inclusion Manager and in liaison with the SEN Governor, SLT, all staff and parents of pupils with SEND. It will develop as changes occur over time as the 0-25 SEND Code of Practice is fully implemented.

Sophie Carere is Eltham Church of England Primary School's SEN Co-ordinator. She holds a degree in English Language and French, a Post Graduate Certificate in Education (Primary) and is currently working towards the National Award for SEND Co-ordination. Charlie Rhodes is the Deputy Head and Inclusion Manager and a member of the Senior Leadership Team. Ella Gardiner is Class Teacher and holds the responsibility for Dyslexia.

Eltham C of E is an inclusive school and strives to meet the needs of all learners. If there are ever any concerns surrounding your child's learning, Special Educational Needs or Disability, your child's class teacher is always the first person to talk to.

As a church school with strong Christian beliefs, we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to God and society. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community. We want all learners to have belief in themselves and their abilities and to recognise their strengths and be given the tools to overcome their barriers to learning. It is our intention to give children the best possible start in order to live successful lives.

## Aims and Objectives

The aims and objectives of this policy, in line with guidance provided in the 2014 SEND Code of Practice are:

- To identify and provide for pupils who have special educational and additional needs.
- To make reasonable adjustments to create an environment that meets the special educational needs of each child in order that they can have full access to the curriculum, achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To identify the roles and responsibilities of all staff, parents and pupils in providing for children's Special Educational Needs.
- To work in partnership with parents, pupils and providers in order to build a full and knowledgeable picture of the child's needs so that they can be effectively understood and met.
- To ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development.
- To ensure support and full inclusion for pupils with medical conditions by liaising fully with health and social care professionals.
- To work in partnership with the Local Education Authorities and outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Special educational needs (SEN)

*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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*(SEND Code of Practice 2014 page274)*

*Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support – see Chapter 6, paragraph 6.28 of the 2014 Code of Practice onwards, for a fuller explanation:*

- communication and interaction*
- cognition and learning*
- social, emotional and mental health*
- sensory and/or physical needs*

*(SEND Code of Practice 2014 page85 para 5.32)*

Identifying behaviour as a need is no longer an acceptable way of describing SEN but an underlying response to need.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child which will include not just the special educational needs of the child or young person. There may be other factors which may impact on progress and attainment which may include attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child or being a child of a Service man or woman.

*'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work 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 SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.'*

*(SEND Code of practice 0-25 years, p.101 para 6.52)*

At Eltham Church of England Primary School All SEN intervention starts with Quality First Teaching. Once a child has been identified as potentially requiring SEN support they should be subject to a period of documented, targeted classroom based support. Teachers should refer to the Greenwich guidance for strategies to use and the resources box and folder held with each phase leader. The child should be added to the 'concerns' list in order to monitor their progress. If a child is being monitored in class, concerns **MUST** be raised with the parents by the Class Teacher. If a child is identified as requiring additional support – SEN Support – families will be invited in for a formal discussion with the Class Teacher and will be asked to sign an acknowledgement that they understand their child is now on the SEN register.

## **Managing Pupil Needs on the SEND support register.**

Pupils with an identified additional need will be on Eltham Church of England Primary School's SEND register under the single category of 'SEND Support'. This category replaces the previous categories of Early Years Action/School Action and Early Years Action Plus and School Action Plus in line with the 0-25 SEN Code of Practice 2014. Some children, for example those with an EHC Plan/Statement of Educational Need, may remain on the register throughout their time at Eltham Church of England Primary School. Others may exit the register if it is agreed at review that through appropriate support

the child's needs have been met and the child's barrier's to learning have been removed to the satisfaction of parents/carers, school staff and external professionals.  
All documentation relating to any child on the SEND register will be stored in a locked filing cabinet in the SEND Co-ordinator's office.

## **A Graduated Approach**

In line with the SEND Code of Practice 2014 Eltham Church of England Primary School follows the assess, plan, do, review model. Following the period of observation as detailed above any child who is considered to be at risk of being placed on the SEN register, or who is already on it, will be discussed at the termly Pupil Progress meetings. It is at these meetings that data, at school level, borough level and national level is looked at and considered in order for Senior Leaders, Senco and Class Teachers to discuss and plan for the individual child's needs. This data is compiled by class teachers through teacher assessment and standardised tests where appropriate. These needs will be recorded on a provision map which is then circulated to all staff members working with that child. Following the Pupil Progress meeting, a second meeting is held between the Class teacher, Senco, Parent/Carer and child where the provision is discussed, targets are set and responsibilities to meet these targets are agreed by all parties including the child. These targets will be transferred to the 'Pupil Passport' which is an ongoing record to document the support received by each child on the SEND register to make clearer the provision that has been provided over time.

Please see appendix 1 for more detailed information.

Schools receive funding for SEND pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure that there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND. The amount of support required for each pupil to make good progress will be different in each case. In exceptional cases a very high level of resource is required. In this case it may be necessary to apply for an Educational Health Care Plan which replaces the old Statement of Educational Need. Further guidance on this can be found on Greenwich's website. If an EHCP is awarded a child may be in receipt of a personal budget. The Headteacher has the final say in the use of this within the school.

## **Supporting Pupils and their Families**

Parents are able to access the Local Authority local offer at the Royal Greenwich website:  
[http://www.royalgreenwich.gov.uk/info/8/special\\_educational\\_needs-co-ordinated\\_support\\_plan/1427/local\\_offer\\_for\\_children\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](http://www.royalgreenwich.gov.uk/info/8/special_educational_needs-co-ordinated_support_plan/1427/local_offer_for_children_with_special_educational_needs_and_disabilities)

Eltham Church of England's school based Local Offer and SEND Information Report can be found on the school's website. Information can be found within this surrounding transition from nursery to primary and primary to secondary as well as class to class. Additionally contact details of the outside agencies the school works in partnership with can be found within these documents.

We have a Family Support Worker, Marnie Rowe, working at the school for two days each week. Families can request access if at any time there are issues which are impacting upon family life or children's education or wellbeing. These needs do not have to be SEN related.

Admission arrangements for all pupils can be found on the school website.

The Assessment Co-ordinator will work with Class Teachers and the Senco to identify pupils who may need additional access arrangements for exams.

## **Supporting Pupils with Medical Conditions**

Eltham Church of England Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan.

The school works closely with the School Nursing Service and seeks advice where appropriate. There are designated first aiders who are responsible for ensuring that all Care Plans are updated and all First Aid equipment is checked and stocked. All staff members receive training when needed in order to support the children in their care.

The school follows the statutory guidance as outlined in the Supporting Pupils with Medical Conditions document Sept 2014

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## **Monitoring and Evaluation of SEND**

At Eltham Church of England Primary School the progress and attainment of SEND pupils is monitored as detailed in the Assess, Plan, Do, Review cycle. Some children may be in receipt of support from outside agencies for example Speech and Language Therapy. These agencies will set their own targets against which they will assess progress and create new targets where necessary. Copies of reports will be made available to parents by the providing service who will discuss them upon request.

For pupils who have an EHC Plan or Statement there will be a formal annual review that may involve the agencies involved with supporting your child. A review of existing targets will be carried out and new targets will be set and agreed. If a child is in Year five, the SEN Officer from Royal Greenwich will be invited to attend and secondary school placement will be discussed.

Regular meetings are held between the Senco, Headteacher and SEN Governor to ensure that the SEN requirements as set out in the 0-25 SEND Code of Practice 2014 are being met and implemented.

## **Training**

It is the policy of the school to ensure that all staff has access to appropriate training in order to be able to support the identified needs of the children with whom they are working. This training will take account of the School Development Plan and individual Performance Management Targets. This training can be provided by:

The Senco or Inclusion Manager

Outside agencies e.g. Speech and Language Therapy, Educational Psychology, ADHD Clinic etc.

Co-ordinators within the school

Courses run both in and out of school hours run at the Professional Development Centre or STEPS (Support Team for Education in Primary School) based at Charlotte Turner School Site.

RBG SEND staff training programme

Attending Workshops and SEN shows to be informed of developments and updates in resources.

Access to the SEND Gateway website to support development and implementation of the SEND Code of Practice.

## **Role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having Special Educational Needs. They ask probing questions to ensure all

teachers are aware of the importance of providing for these children and to ensure that funds and resources are used effectively. The SEN Governor reviews this policy bi-annually and considers any amendments that may need to be made which are then reported to the full Governing Body for approval.

## **Complaints**

It is policy at Eltham Church of England Primary School to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as important partners in their child's education.

Should there ever be an occasion where parents or carers are dissatisfied with the SEN provision being made for their child they are encouraged to discuss these concerns initially with the class teacher. If the concerns are not resolved within a reasonable timeframe then an appointment should be made with a member of the Inclusion Team via the school office. In the unlikely event that a problem remains, the concern should then be dealt with by the Headteacher.

Our full complaints procedure can be found on the school website.