



## Evelyn Street Primary School

Evelyn Street  
Warrington  
Cheshire

WA5 1BD

Telephone: 01925 495567  
Fax : 01925 495564  
E-mail :  
evelyn.office@wpat.warrington.sch.uk



Principal & CEO of WPAT:  
Mrs L. Smith BA.Hons PGCE

Policy Title	Special Educational Needs and Disability Policy (SEND)
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
Linked Polices:	Curriculum statement and guidance Safeguarding policies
Written By	School
Staff Approval Date	July 2014
FGB Ratification Date	July 14
Signed by Chair of Governors	Mr N. Spencer
Review Date	July 17

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

## SEN Policy 2014

### **Mission Statement**

*“To enjoy, to be amazed, to believe”*

### **Introduction**

- Evelyn Street Primary School provides a balanced curriculum of academic, social, cultural, physical and moral teaching in which all children are enabled to make progress and achieve success.
- In order to provide an inclusive curriculum the National Curriculum Programmes of Study are modified, as necessary, to provide pupils with relevant and appropriately challenging work including enriching activities for Gifted and Talented children. The inclusive curriculum is supported by teachers planning which sets suitable learning challenges and responds to children’s diverse learning needs.
- In addition, teachers address any specific learning and assessment requirements that could create barriers to learning.
- Teachers take account of the Special Educational Needs of pupils and make appropriate provision, enabling individuals or groups of pupils to participate effectively in curriculum and assessment activities.
- Evelyn Street has introduced any recommendations from the new Code of Practice (2014)

### **Policy Aims**

The aims of this policy are:

- To create a school environment in which all children are included, valued and challenged (Gifted and Talented) whilst having full access to all elements of the school curriculum
- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive curriculum
- To provide clear guidance for all the school’s stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEN

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

## **Principles/Objectives**

As a school we will:

- Provide every pupil with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan for differentiated work that is appropriately matched to learning needs and ensures progression
- Use a range of organisational approaches to ensure learning needs are properly addressed
- Deploy a range of teaching and learning styles (auditory, kinaesthetic and visual) so that all pupils including Gifted and Talented, can take part in lessons fully and effectively, providing equality of opportunity
- Create effective learning environments in which pupils achievements are celebrated and independence is fostered
- Ensure that assessments are appropriate, giving pupils opportunity to demonstrate their own knowledge and attainment through appropriate means
- Set aspirational yet attainable targets for learning
- Help pupils to manage behaviours that hinder either their own or others learning
- Liaise with outside agencies to ensure high quality provision

## **Areas of SEN**

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and physical

## **ROLE OF S.E.N.C.O.**

The role of the SENCO falls into 3 key areas:

- clerical
- advise
- monitoring and evaluating

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

### **Clerical Responsibilities**

- To redraft all appropriate documentation
- To maintain an electronic record of the school's SEND list and children who staff identify as a cause for concern – and to monitor their progress
- To be responsible for ensuring that all parents of children moving onto the SEN list are informed.
- To be responsible for the completion of all 'formal' documentation relating to SEN
- To be responsible for liaising with all outside agencies (social services, educational psychologists, LA etc )
- To complete SEN documentation when necessary
- To be responsible for annual review of statements
- Refer to the Complex Needs panel if needed
- To write, implement and monitor the provision map for underachievers
- To liaise with TA's and monitor regularly the impact of their role on identified children.

### **Advice**

- To undertake a termly review with all staff
- To contribute when required to Governors' meetings.
- To advise staff on strategies for individual programmes including Pupil Passports to Success 'PPS' and Provision management grids.
- To advise and monitor specificity of PPS' and Provision management grids.
- To attend relevant courses and disseminate information to staff
- To seek advice from external agencies when required
- To attend termly planning meetings with the schools Educational Psychologist
- To support teachers in providing personalised provision for children in their class

### **Monitoring and Evaluating**

- To meet termly with the Principal to discuss SEN issues
- To meet regularly with the schools welfare officer and learning mentor
- To liaise regularly with the school's designated SEN Governor – Mrs K Whitehouse
- To ensure that staff draft PPS documentation appropriately and review it with the appropriate frequency
- To monitor and evaluate the effective implementation of PPS' and other interventions
- To monitor and evaluate the effectiveness of LSA support role for SEN children
- Evaluating effectiveness of school provision and reporting of this to the Local Governing Body
- To monitor progress of SEN children.
- To monitor use of outside advice in forming basis of PPS targets
- To monitor and evaluate use of resources ( particularly human)

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

- To provide equal opportunities for all SEN children
- Meet regularly with the schools SENTA
- To meet with the parents / carers of children with SEND to evaluate progress and if necessary, the next steps
- To meet with pupils and listen to their needs - 'Pupil Voice'

### **The Principal's Responsibilities**

- The Principal has the responsibility for the day to day operational management of all aspects of the school's work, including SEN
- The Principal should keep the Local Governing Body informed
- The Principal should liaise with the School's SENCO and SENGOV
- The Principal should ensure that the SENCO and teachers develop positive and constructive relationships with parents.
- The Principal should ensure that all teachers understand their own responsibilities in respect of SEN
- The Principal should ensure all statutory reviews are appropriately completed
- The Principal must ensure that the effectiveness of the school's work on behalf of children with SEN is evaluated

### **Areas of Responsibility**

#### **Class Teacher**

The class teacher is the professional lead

- Maintain Inclusion folder
- Collaborate with SENCO and TA to write PPS'
- Meet with pupils to hear their needs and how they feel that they can be supported
- Consult with SENCO appropriateness and content of PPS'
- Review PPS' termly with parents, ensuring up to date PPS' are copied and that parents have current PPS' copy
- Regularly check targets set on Provision Management Grids to support pupils appropriately in class.
- Make sure content of PPS/ Provision Management Grid is reflected in weekly classroom practice
- Tailor curriculum to ensure continuity, progress and challenge for all pupils in their class
- Employ a range of teaching styles
- Liaise regularly with relevant classroom assistants as to planning, objectives and pupil progress
- Deploy class room assistants flexibly and effectively to support SEN pupils

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

➤ **Role of Governing Body**

**SEN GOVERNOR** : Mrs K Whitehouse

➤ **The Local Governing Body is responsible for:**

- Ensuring necessary provision is made for any pupil with SEN
- Ensure that when the Principal /SENCO has been informed by the LA that a pupil has SEN those needs are made known to all those who are likely to teach him
- Ensure that staff are aware of the importance of identifying and providing for pupils who have SEN including Gifted and Talented pupils.
- Consult LA or other Local Governing Bodies when necessary to co-ordinate SEN provision in the area as a whole
- Ensure all SEN children have access to the National Curriculum and receive special educational provision required including efficient use of resources
- Report to parents on implementation of the school's policy for pupils with SEN

**Governors**

- The named Governors with responsibility for SEN and Gifted and Talented are Mrs K Whitehouse include:
- Termly meetings with SENCO
- Take an active part in reviewing SEN policy and practice
- Match provision with requirements
- Ensure teachers are aware of the importance of providing for pupils with SEN, including Statemented pupils.
- Promote inclusive practice throughout the school including the enrichment and enhancement of G&T pupils.

**Role of LA**

The LA is responsible for:

- Promoting high standards of education for all children including those with SEN including G&T pupils
- Ensure that needs of SEN and G&T children are identified and assessed quickly and matched by appropriate provision
- Ensure high quality support is provided for SEN and G&T pupils
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision
- Develop systems for monitoring and accountability for SEN through consultation with schools
- Provide for the inclusion of SEN children in mainstream schools and monitor and review the role and quality of SEN support services
- Make arrangements for parent partnership services and inform parents

**Allocation of Resources**

- The SENCO and SLT are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements / EHC plans.

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

- The Principal informs the local governing body of how the funding allocated to support special educational needs has been employed.

### **Identification of Special Education Needs**

Early identification of special needs is vital. A class teacher uses his/her knowledge of each child's skills and abilities, alongside data raised through assessment procedures to identify concerns about a pupil's progress.

The class teacher then gathers evidence regarding:

- The child's strengths and weaknesses
  - Differentiated learning opportunities provided
  - Teaching strategies that have been employed
- 
- Staff complete an Initial Concern Sheet - this evidence is then discussed, alongside the teacher's concerns, with the SENCO and details will be recorded on the Inclusion log.
- 
- The class teacher should also inform the parent/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

### **Additional Provision**

The trigger for intervention through AP (Additional Provision) is concern about a child who, despite receiving differentiated learning opportunities,

- Makes little or no progress, even when teaching approaches are targeted to address weaknesses
  - Is working at National Curriculum levels substantially above expectations in one or several curriculum areas
  - Shows signs of difficulty in developing Literacy or Mathematical skills which result in poor attainment in other curriculum areas
  - Presents persistent emotional or behavioural difficulties, and has not responded to behavioural difficulties, and has not responded to behaviour management techniques usually employed in school
  - Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
  - Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
  - The class teacher, in consultation with the pupil's parents/carers and the SENCO consider attainment against the trigger criteria and decide upon the **Additional Provision** needed to help the pupil's progress.
- 
- This **Additional Provision** may be:
- 
- Provision of differentiated learning materials or specialist equipment

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

- Enrichment and enhancing activities to develop the child
- Introduction of some regular group and/or individual support, discussion of use of support staff
- Staff development and training to introduce more effective strategies
- LA services may be contacted for one off advice on strategies or equipment.
- Strategies employed to enable the pupil to progress should be recorded within the appropriate Provision Management Grid and be reviewed termly. Parents will be kept informed of their child's progress.

### **SEN Support (our Single School based category for SEN)**

- If there continues to be a concern about a child who has received **Additional Provision, and if the pupil is 4 sub levels or more below Age Related Expectations, a Pupil Passport to Success (PPS)** will be put in place to specifically target highly individual needs.
- A referral will be made to the relevant Outside Agency for Assessment

Triggers for referral are that, despite receiving targeted support through a PPS the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age (4 sub levels)
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has mental health concerns
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning
- The pupil will have a new PPS that should set out fresh strategies for supporting the child's progress and reflect advice gained from outside agencies, where available.

### **Statutory Assessment / EHC Plans**

- A request for Statutory Assessment is made by the school to the LA when a pupil, having experienced PPS support and outside agency involvement for a reasonable period of time is still demonstrating cause for concern.
- When Statutory Assessment is made the LA will request information concerning:
  - The schools action through Additional Provision and PPS' for the pupil
  - Records of regular reviews and their outcomes
  - Pupil's health
  - National Curriculum levels
  - Attainments in literacy and mathematics
  - Educational and other assessments

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

- Views of parents/carers and child
- Involvement of other professionals
- Any involvement by the social services or educational welfare service
  
- Whilst Statutory Assessment is being made the pupil will continue to be supported through a PPS. If Statutory Assessment results in a Education and Health Care plan, the PPS will reflect a pupil's specific targets.

### **Curriculum Access**

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to:

Understand the relevance and purpose of learning activities

Experience levels of understanding and rates of progress that bring feelings of success and achievement

At Evelyn Street Primary School the provision and action we take is considered by looking at pupil's progress as a whole, their attainments and difficulties as well as their strengths and successes.

Curriculum access is provided for through four broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

As a school we organise these strands of action so that they can either call upon progressively more powerful interventions to meet increasing needs or reduce the range, type and intensity of interaction as the child makes adequate progress.

### **Partnership with Parents**

- At all stages of the Special Educational Needs process the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to make an active contribution to their children's education.
  
- We have regular contact each term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the progress of decision-making by providing clear information relating to the education of children with special educational needs.

### **Monitoring Evaluation and Review**

- The SENCO monitors the movement of children within the SEN system in school as described in the SENCO role. The SENCO provides staff and Governors with regular summaries of the impact of the policy on the practice of the school.

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)

- The SENCO is involved in supporting teachers involved in drawing up PPS' for children. The SENCO and the named governor with responsibility for special needs hold termly meetings and are involved in reviewing SEN provision.
- The Local Governing Body reviews this policy annually.

### **Record Keeping Procedures**

- Inclusion log record to contain following information:
  - Age
  - Year Group
  - Date
  - Area of concern
  - Strengths and weaknesses
  - Recent in-school assessment data
  - Targets, strategies and evaluations

### **At Additional Provision information to be recorded:**

- Date moved to Additional Provision
- Age
- Year Group
- Date
- Area of concern
- Strengths and weaknesses
- Recent in-school assessment data
- Targets, strategies and evaluations

### **PPS information to be recorded:**

- Date moved to PPS support
- Age
- Year Group
- Date
- Area of concern
- Strengths and weaknesses
- Recent in-school assessment data
- T
- Outside agency advice
- Class teachers should keep a copy of:
  - All PPS'
  - Review notes
  - Records of meetings with parents/outside agencies
- It is the class teachers responsibility to ensure all records are kept up to date and relevant information is passed on to the SENCO.

[Type text]

[http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND\\_Policy\\_\\_16.doc](http://www.evelynstreetschool.co.uk/files/7514/5037/9538/SEND_Policy__16.doc)