



# Evelyn Street Primary School

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Head teacher:  
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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	March 18
FGB Ratification Date	March 18
Signed by Chair of Governors	March 18
Review Date	March 2019

## **Aims**

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. 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 and Disabilities of pupils and make appropriate provision, enabling individuals or groups of pupils to participate effectively in curriculum and assessment activities following any recommendations from the new Code of Practice (2015).

We provide support for pupils across the four areas of need as laid out in the SEN Code of Practice 2015:

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

Within the school, staff members use resources and expertise to provide children with experiences suited to their own specific physical and learning needs and provide encouragement and praise. Staff aim for children to take pleasure from being immersed in the learning environment and to experience a sense of achievement.

Parents/carers and external agencies are involved and consulted to ensure that the individual needs which children have are fully appreciated and made aware of the most appropriate ways in which these can be met.

## **SEND at Evelyn Street**

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND. (See also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **Identification**

Early identification of special educational 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 areas of need.

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed as part of our Diminishing the Difference planning and provision mapping.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

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 SENDCo. The class teacher will also inform the parent/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Parents/carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed on our SEND register. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses.

Parents/carers are advised to contact their GP if they think their child may have ASD or ADHD or another disability.

## **SEND Support**

Once a child has been identified as needing support the following paperwork is completed:

- Pupil Passport to Success: a one-page-plan that is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and reviewed by the parent/carer. The information may be updated during the year.
- 'SMART' Learning Targets – Specific, Measurable, Achievable, Realistic, Time-Limited targets are generated based on the children's learning needs. These targets are reviewed and updated regularly and are considered by the teacher when planning and delivering the curriculum. The child is aware of their targets and will discuss progress with their class teacher.
- Wave of Support – the class teacher must identify the additional provision/intervention that a child is accessing. This must be reviewed regularly by the class teacher and SENDCo to ensure its appropriateness.

The class teacher, in consultation with the pupil's parents/carers and the SENDCo, will decide upon the additional provision needed to help the pupil's progress.

This may be:

- Providing differentiated delivery and/or outcomes
- Providing specialised learning materials and/or equipment
- Introduction of some regular group and/or individual support
- Seeking advice from outside agencies

## **Education Health Care Plans (EHCP)**

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- the child has a disability which is life long and which means that they will always need support to learn effectively;
- the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA (Local authority) will produce the EHC Plan which will record the decisions made at the meeting.

This plan must be reviewed annually and another meeting will be held to discuss the child's progress. If the school or parents/carers feel that the child is failing to make progress then an early review can be arranged.

### **Partnership with Parents/Carers and Children**

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent/carer to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register;
- discuss assessments that have been completed;
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

### **Teaching and Learning**

Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher though may require some support from a TA, either individually or as part of a group. When allocating additional TA support to children, our focus is to put in sufficient support to enable the child to reach their learning targets, but without developing a learned dependence on an adult.

The school has a range of interventions available, which follow the Waves of Intervention Model, and are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children with SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in 'Diminishing the Difference', so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in six week blocks
- At the end of each block, children's progress towards their targets is assessed.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

## **Accessing the Curriculum**

Adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory disabilities.

These can include:

- Visual prompts
- Individual work stations
- Writing slopes
- Grips
- Enlarged texts
- Laptop

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

## **Extra-Curricular Activities**

All of our children have equal access to breakfast club before school and after school clubs which develop engagement with the wider curriculum and are run by two adults to ensure all children are supported and supervised. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND. Children with 1:1 funding through an EHCP would be supported by their learning support TA on any trips and during activities within school but outside of normal classroom practice. On occasion, a parent/carer may be invited to support their child during an activity.

Risk Assessments, as appropriate, will be written to ensure a child's needs will be met during educational visits.

## **Staff Expertise**

All of our teachers are trained to work with children with SEN and have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or local authority courses, provision of specialists books or guidance towards useful websites and through termly professional development meetings linked to SEND.

Behaviour concerns are not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment (EHA) with the family and support the child through that process.

If parents/carers and school are concerned that the child may have mental health needs, we encourage parents/carers to ask their GP for a referral to CAMHS (Children and Adolescent Mental Health Services); our SENDCo and members of the pastoral and welfare team have had Mental Health First Aid training and will be able to support the child in the interim. If the child is felt to have long-term social, emotional or mental health needs for example with anger management - the school offers a range of social skills or therapeutic interventions. These are generally delivered by TAs who develop good, trusting relationships with the children and overseen by the SENDCo.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

## **Transition**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

Enhanced transition arrangements are tailored to meet individual needs. This happens annually when moving to a new year group and when the child is transitioning between key stages: Reception into Year 1 or Year 2 into Year 3.

This may include, for example:

- additional meetings for the parents and child with the new teacher;
- additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc;
- opportunities to take photographs of key people and places in order to make a transition booklet.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

## **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Mrs M Ross.

## **Complaints**

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## **Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

[https://askollie.warrington.gov.uk/localoffer/directory\\_record/1409/evelyn\\_street\\_primary\\_school](https://askollie.warrington.gov.uk/localoffer/directory_record/1409/evelyn_street_primary_school)

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or SEND in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.