



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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1. Rationale

At Eldon Grove Academy 'Potential is our Passion' and we believe that all children have an equal right to a broad and balanced curriculum which will enable all pupils to achieve their full potential. As a school we provide opportunities for every child to experience success in every learning episode. We endeavour to secure special educational needs provision for those pupils whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum that Eldon Grove provides for all pupils. Teachers take account of the individual needs of all pupils and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in curriculum and assessment activities. This is our Graduated Response.

Pupils may have special educational needs either throughout, or at any time during, their school life at Eldon Grove Academy. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the four areas of need as identified in the Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

Eldon Grove Academy has regard to the SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE 2015 and the Equality Act when carrying out its duties towards all pupils with special educational needs and will ensure that parents are informed about the SEND provision that is being provided for their child.

2. Aims and Objectives

Eldon Grove Academy is committed to raising the aspirations of and expectations for all pupils with SEN and is committed to the outcomes for pupils and not just hours of provision or support. The aims of this policy are to:

- create an environment that meets the special educational needs of each child, ensuring that they achieve their full potential and engage in activities alongside their peers.
- ensure that the special educational needs of children are identified early, and any intervention that is provided is reviewed regularly.
- make clear the importance of working in partnership with parents, external agencies etc.
- identify and support the roles and responsibilities of staff in providing for pupil's special educational needs.
- enable all pupils to have full access to all elements of the school curriculum and reasonable adjustments to be made if necessary including those pupils with medical conditions.
- ensure that where appropriate the wishes of the pupils and views of individual parents are taken into account.
- ensure co-operation between all agencies and a multi-disciplinary approach to the resolution of issues.

3. Identification, Assessment and Provision

In addition to the Governing Body, Headteacher and SENDCo, all members of staff have day to day responsibility for pupils with special needs. All teachers are teachers of pupils with special educational needs. We will maintain at all times close links with parents and other external agencies in order to assess a pupil's needs and gather information around the pupil that will lead to effective provision.

Early identification is vital and we identify pupils who need access to provision that is additional to and different from the provided adapted curriculum to ensure their special educational needs are met. If a child has already been identified and transfers to Eldon Grove Academy then the SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the classroom and beyond;
- Use the assessment process to identify any learning difficulties.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care and consideration. Where there is uncertainty about a particular child, a teacher alongside the SENDCo will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

4. The Role of the Special Needs and Disabilities Co-ordinator (SENDCo)

In Eldon Grove Academy the Special Educational Needs and Disabilities Co-ordinator (SENDCo) responsibilities include:

- Managing the day-to-day operation of the policy;
- Co-ordinating the provision for children with Special Educational Needs;
- Supporting and advising colleagues;
- Maintaining the school's SEND register and ensure that it is accurate at all times;
- Oversees and manages the records of all children with Special Educational Needs;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA;
- Liaising with parents;
- Ensuring there are resources and a range of teaching materials to enable appropriate provision to be made;
- Liaises with external agencies and other support agencies;
- Monitoring and evaluating the Special Educational Needs provision;
- Reporting to the Governing Body;
- Managing a range of resources, human and material, linked to children with special educational needs.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP). The Headteacher informs the Governing Body of how the allocated funding has been used and the impact of the funding.

5. The Role of the Governing Body

The Governing Body determines the school's general policy and secures the provision for any pupil identified as having Special Educational Needs. They consult and liaise with the LA and other schools, when appropriate, and report annually on the success of the school's policy for children with Special Educational Needs. The Governing Body follows the schools agreed admission policy for children with Special Educational Needs. The Governing Body also has an appointed Link Governor to SEND and that appointed responsible person feeds back to the full governing body. The Governing Body reviews this policy annually and considers any amendments in light of the review findings.

6. The Role of Parents/Carers as Partners

Parents/carers are a vital link in the education of their child/children and more so with those pupils who have a special educational need. We believe that good communication and parental engagement are key to putting the child and the family at the centre of the planning process for pupils with Special Educational Needs and Disabilities. Parents will be informed of progress of SEND pupils at least **3 times a year** in face to face (or remote) meetings. School will also engage with parents when drawing up policies and procedures.

7. The Role and Participation of Pupils

Pupils in Eldon Grove Academy are involved and encouraged to express their opinions and receive information about their learning and matters affecting them. In Eldon Grove Academy, pupils are aware of their learning targets and are involved in the setting of them, and of their review. This takes place regularly with their class teacher. Pupils are also involved in the formal process of reviews.

8. The Graduated Response

Teachers assess pupils' skills, knowledge and understanding and make regular assessments of their progress. Pupils may access adapted work and at times may access targeted intervention to allow pupils to make rapid progress. If the intervention is still not having an impact on the individual, the school will discuss with the SENDCo and parents/carers their concerns and it may be agreed to register a pupil and teachers will record the steps taken to meet the needs of individual pupils through the use of a PSP (Pupil Support Plan). At this time, we may also ask for the involvement of outside agencies such as Speech and Language Therapy, Educational Psychology, Physiotherapy, Occupational Therapy, CAMHS, Hearing Impaired Service, Visual Impaired Service or other Health and Social Services Professionals to assist in assessment and planning next steps. These agencies may also be involved in the review process. A request for statutory assessment will be made by school to the Local Authority if a pupil has complex needs that are a significant cause for concern in consultation with an Educational Psychologist. The Local Authority will be given information about the pupil's progress over time and the resources and special arrangements put in place together with outside agencies involved. The parents of a pupil who is referred for statutory assessment will be fully involved in the process at all stages. The plan will be reviewed annually in addition to other SEND meetings.

"A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than others at the same age."

Code of Practice 2015

9. Supporting Pupils at School with Medical Conditions

Eldon Grove Academy recognises that pupils at school with medical conditions should be supported effectively so that they have full access to education, including school trips/residentials and Physical Education. Some pupils 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 pupils may also have Special Educational Needs with an attached EHCP (Education, Health and Care Plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice 2015 is followed.

Please refer to school's Medical Conditions, First Aid and Allergens Policy.

10. The Local Offer

The Local Authority has a duty to ensure information about services and agencies is available to parents and young people in an easy to find format. This is available on the Local Authority Website and through the Hartlepool Hub. The details of the provision for Special Education Needs and disability are available on our school website and linked to the Local offer.

11. Transition

At Eldon Grove Academy, we prepare pupils for points of transition whether that be within school or moving onto a secondary school. We ensure relevant information is passed on and that the receiving teacher or school are always invited to all relevant meetings. All Y5 pupils with an Education, Health and Care Plan will be seen by an Educational Psychologist in the summer term and will have their Y6 annual review in the autumn term in order to plan for their secondary school transfer. Pupils with Special Educational Needs moving to secondary school are invited to visit the secondary school several times throughout Year 6 and a programme of extra support is put in place if needed. The SENDCo from the receiving secondary school is also invited to relevant Year 6 review meetings.

12. Monitoring and Evaluation

The SENDCo monitors the progress of pupils with SEND and provides staff, governors and other stakeholders with regular summaries of the impact of the policy on the practice of the school but more importantly the attainment and achievement of pupils.

The SENDCo and the Link Governor with responsibility for Special Educational Needs communicate regularly.

13. Personnel:

The Governor with special responsibility for Special Educational Needs is a member of the Local Governing Body Committee - Mrs Frances Wilson. The SENDCo is Mrs Rachael Francis.