



THE ROBERT DRAKE PRIMARY SCHOOL  
**SPECIAL EDUCATIONAL NEEDS POLICY**

**Definitions of Special Educational Needs (SEND) taken from Section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

**Equality Act 2010**

Many children and young people who have special educational needs may have a disability under the Equality Act 2010. That is: 'A physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes:

- Sensory impairments – such as those affecting sight or hearing
- Long term health conditions – such as asthma, diabetes or epilepsy
- Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

The school will not discriminate against any children, including disabled children and young people. The school will make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. Reasonable adjustments will be planned and in place in advance, to prevent that disadvantage.

*With reference to the term: Child or young person. This policy will refer to 'child or young person' as pupil or child.*

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (last updated 28 June 2018)
- SEND Code of Practice 0 – 25 (last updated April 2020 - Added link to guidance on 'Changes to the law on education, health and care needs assessments and plans due to coronavirus')
- Schools SEND and Disability Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (last updated 16 August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2014)
- The Engagement Model -7 Aspects of Engagement (March 2020)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2013)

This policy was created by the SENCO in liaison with the SEND governor, Senior Management Team, Local Authority Specialist Teacher, all staff and parents/carers of pupils with SEND.

## Mission Statement:

To provide a stimulating environment which enables all children to enjoy their learning and reach their individual potential.

## Identifying Special Educational Needs

The SEND Code of Practice 0-25 describes the 4 broad categories of need:

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

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to consider what action the school needs to take to meet a pupil's individual needs. The purpose **is not** to fit a pupil into a category.

The Robert Drake Primary School identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but will also include other factors that may impact on progress and attainment, for example:

- Disability (The SEND Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
- Attendance and Punctuality;
- Health and Welfare;
- English as an Additional Language (EAL);
- Being in receipt of the Pupil Premium Grant;

- Being a Looked After Child;
- Being a child of Serviceman/woman;
- Other identified groups of pupils within the school.

Any concerns relating to a child or young person's behaviour is an underlying response to a need which the school will seek to recognise, identify clearly and take appropriate action in order to support the emotional well-being of the child. The school takes the view that there is a need we must respond to **and not** there is a behaviour we need to change.

### **'Every teacher is a teacher of pupils with SEND'.**

#### **Aims:**

- To provide every child with access to a broad and balanced education. This includes The National Curriculum in line with the Special Educational Needs Code of Practice 0-25;
- To promote independence, equality and consideration for others;
- To ensure that a wide range of pupils' achievements are celebrated;
- To support all pupils to achieve to the best of their ability by offering multiple pathways for progression;
- To equip pupils with the skills and attributes necessary for adult life and living in the modern world;
- To create a welcoming atmosphere for parents/carers;
- To provide support and advice for all staff working with special educational needs.

#### **Objectives:**

- **For staff members to seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services, or early years settings, prior to the pupil's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO;
- **To monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential;
- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and the senior management team. It will be carefully monitored and regularly reviewed in order to ensure that individual outcomes are being met and all pupils' needs are catered for;
- **To work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress;
- **To work with outside agencies** when the pupils' needs cannot be met by the school alone. Robert Drake receives additional support from a range of outside agencies including: Education Psychology Service, Specialist Teacher Service, BATIC Counselling Service, Speech and Language Therapy, Child and Emotional Wellbeing and Mental Health Services (EWMHS). Advice from

a range of other outside agencies is sought in relation to a pupils individual needs;

- **To create a school environment where pupils can contribute to their own learning** by offering all pupils the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school. The class teacher helps to build a sense of belonging, respect and value, preparing pupils for the future in this modern world;
- **To provide CPD for all staff** to improve understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

## **A Graduated Approach to SEND Support:**

**Identification:** see definition of **Special Educational Needs** at the start of this policy.

### **High Quality Teaching: The Baseline of Learning for *all* Pupils**

- Early intervention and identification of pupils in Early Years Foundation Stage using Essex County Council's Provision Guidance and the school's 'EYFS Early Intervention' form;
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support **cannot compensate** for lack of quality first teaching;
- Any pupil who is falling significantly behind the expected academic achievement, in line with predicted performance indicators, will be monitored;
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
- All staff will use the 'High Quality Teaching Checklists' as a baseline assessment to ensure that appropriate differentiation is in place in order for all pupils to access the curriculum and make progress. This will also enable the teacher to better understand the provision and teaching style that needs to be applied. Essex County Council's Provision Guidance will also be referred to;
- The SENCO will be consulted as needed for support and advice and may observe the pupil in class;
- Through the above actions it can be determined which level of provision the pupil will need;
- If a pupil has recently been removed from the SEND register they may still need continued monitoring;
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school;
- The pupil is monitored if a concern is raised by a parent/carer or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress review meetings and parent evenings are used to monitor and assess the progress being made by all students. Meetings will be held termly

for pupils identified with SEND and, if necessary, additional meetings will be held to monitor progress.

## **Managing Pupils' Needs on the SEND Register:**

### **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (Page 88, Section 6.37 onwards). In identifying a pupil as needing SEND support, the teacher working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on high quality accurate formative assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. For higher levels of need the school will contact outside agencies for support and where external support staff are already involved, their work will help to inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers. It is important to note that assessments for interventions must clearly record pupil progress.

### **Plan**

When it is decided to provide a pupil with SEND support, parents/carers will be informed and invited to attend a meeting. Planning will involve consultation between the teacher, SENCO, pupil and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development

and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The information will be recorded on a One Plan. This person-centred plan will be an ongoing, working record.

### **Do**

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where, in a small number of cases, the interventions may involve group or 1:1 teaching away from the mainstream class. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviewing pupil progress (including wellbeing) will be made, formally, at termly pupil progress review meetings, as well as regular informal monitoring by the SENCO and class teachers. This will include discussions with the pupil and all staff involved in supporting the pupil. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents/carers and class teachers.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up relating to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

### **Referral for an Education, Health and Care Plan (EHC Plan)**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting involving parents/carers, class teacher, SENCO and any relevant outside agencies. The application will combine views from a range of people including:

- Parents/carers;
- Pupil;
- Class teacher;
- SENCO;
- Social Care;
- Health professionals;
- Local Authority special educational needs professionals or any other relevant outside agencies.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes set the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHCP. Parents/carers have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHCP.

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

Some children may require an Education Health Care (EHC) needs assessment for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

The local authority must notify the child's parent or the young person that it is considering whether an EHC assessment is necessary and must consult the child's parent or the young person as soon as practicable following a request for an EHC needs assessment.

School or parents may request an assessment of education, health, and care needs from the LA when, despite an individual programme being provided for a pupil for a period of time, the child's progress remains a significant cause for concern.

**1.** Following Statutory Assessment, an EHCP will be provided by Essex County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school, parents/carers and pupils will be involved in developing and producing the plan, including the right to request a personal budget.

**2.** Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

**3.** Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, including the request for a personal budget.

### **Supporting Pupils and Families:**

The school will strive to provide exceptional support for pupils and families. All staff at The Robert Drake Primary School believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention, provision and positive outcomes, including pupil progress and wellbeing;
- Continuing social, emotional and academic progress of children with SEND to enable personal success;
- Parental views are considered and valued.

The school has its own, informal and supportive SEND group of parents that can be accessed quickly as individual needs arise.

In cases where more frequent contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost

parents/carers of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required. Support will be in place for all transitions through the school (on-entry from pre-school, class to class, across key stages and to other schools).

For further information please contact the SENCO at the school.

### **Supporting Pupils at School with Medical Conditions**

See the school's policy for Supporting Pupils with Medical Conditions.

Pupils at school with medical conditions will be properly supported so that they have full access to education, including educational visits 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 pupils may also have special educational needs (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

There are arrangements in place to support pupils at school with medical conditions. Care Plans provide important information regarding arrangements and procedures for individual pupils.

### **Access Arrangements**

Access arrangements are made for pupils with SEND to ensure that they are able to access exams and other assessments. This will be based on individual need. The class teacher will be responsible for ensuring that all exams and assessments are inclusive for all pupils where relevant.

### **Bullying**

The school has a zero tolerance policy on any type of bullying. Learning Mentors monitor all pupils and closely monitor vulnerable pupils. This mitigates the risk of bullying for all pupils. The school works closely with parents/carers, when relevant, to safeguard the needs of pupils with SEND, promote independence and build resilience. Refer to the Bullying Policy.

### **Training and Resources**

The school aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The school seeks the support of the Local Educational Psychology Service, Specialist Teachers or other relevant training providers when a need for specialist training is identified. The Senior Management Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND cases.

The SENCO attends relevant SEND courses, family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific pupils as well as in-school training as needs arise.

### **Arrangements for Co-ordinating SEND Provision**

The SENCO will hold details of all SEND Support records such as the SEND Register, and individual pupil files (including One Plans) and an overview of school

interventions. Intervention Files are stored in each classroom and include: provision maps, planned interventions and assessments.

**All staff can access the following documents in the SEND file on the server:**

- The Robert Drake Primary School SEND Policy;
- A copy of the full SEND Register;
- Guidance on identification of SEND in the Code of Practice;
- High Quality Teaching Checklists;
- One Plans;
- Information on a range of interventions available, including assessment;
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

Additional information regarding interventions is stored centrally in school so that it is easily accessible for all staff reference. Further information is available through Essex County Council's SEND Local Offer.

By accessing the school's SEND information, every staff member will have complete and up-to-date information about all pupils with special educational needs and their requirements, enabling them to meet the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

The school continues to build strong working relationships and links with external support services in order to fully support SEND pupils and their families and to aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within the school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents/carers.

See Essex County Council SEND Local Offer. A link to this can be found on The Robert Drake Primary School website.

<http://www.essexlocaloffer.org.uk/>

See **www.robertdrake.co.uk** for the school's SEND Information Report.

### **Roles and Responsibilities**

The person responsible for overseeing the provision for children with SEND, Safeguarding and managing the schools responsibility for meeting the medical needs of pupils is Miss C. Redpath (Headteacher).

The person responsible for co-ordinating the day to day provision of education for pupils with SEND is Mrs P. Coe (Deputy Headteacher and SENCO). The SENCO holds a relevant qualification: Advanced Diploma in Educational Studies-SEN. Awarded by The University of Cambridge.

The governor responsible for monitoring SEND is Mrs E. Foster. A termly report is provided to the governing body.

The person responsible for managing the Pupil Premium Grant and Looked After Children funding is Mrs P. Coe.

Contact details: The Robert Drake Primary School, Church Road, Thundersley, Essex. SS7 3HT. 01268 754124. [admin@robertdrake.essex.sch.uk](mailto:admin@robertdrake.essex.sch.uk)

### **Storing and Managing Information**

All pupil documents are stored in a central file in the school office. SEND files are stored in the Deputy Headteacher/SENCO's office. Refer to the Information Management Policy.

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#).

This policy applies to all personal data, regardless of whether it is in paper or electronic format.

### **Accessibility**

The school is accessible to all pupils and parents/carers. Reasonable adjustments are made to cater for individual needs. Refer to the Accessibility Plan.

### **Criteria for Exiting the SEND Register/Record:**

The SEND Register is reviewed every term (in line with pupil progress review meetings). If a pupil is making good progress, they will be monitored for another term to determine whether they need to continue receiving SEND support. A meeting will be organised with parents/carers, the pupil, class teacher and any relevant outside agencies to decide if the pupil still requires the same level of support or if their needs can now be met through quality first teaching.

Impact on pupil progress is monitored informally daily and formally at each One Plan review and pupil progress meetings. Daily adjustments are made to teaching to ensure that next steps of learning are achievable and met. This informs formal summative assessment such as EHCP outcomes and Target Tracker statements and steps.

### **Monitoring and Evaluation of SEND**

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from governors, staff, parents/carers and pupils during the academic year. Parents/carers, governors, staff and pupils are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire. Views are also collected at progress review meetings and parent evenings. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The school has an open door policy where parents/carers can access the SENCO and class teachers regularly without making an appointment. Further feedback from parents/carers can be given at any time through email/telephone contact through the school office.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SENEDP (Special Educational Needs Evaluation and Development Plan). This is in line with the Ofsted Framework. The evaluation is carried out by the SENCO in consultation with the Headteacher, SEND governor and class teachers. The SEND governor monitors SEND provision termly. The information is gathered from different sources such as pupil and parent surveys, teacher and staff surveys, parents evenings, report feedback forms, data analysis, intervention monitoring, learning observations, climate walks and Case Studies. A SEND Information Report is collated and published by the Governing Body of The Robert Drake Primary School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

### **Admissions Policy 2020-21**

The Published Admission Number for The Robert Drake Primary School is 45.

Children who have their 5<sup>th</sup> birthday between 1<sup>st</sup> September 2020 and 31<sup>st</sup> August 2021 will be admitted full time in September 2020.

The Local Authority coordinates admissions to the school at the normal point of entry and mid-year admissions.

### **Admission Arrangements**

The Governing Body will apply the admission arrangements in accordance with the co-ordinated scheme for Essex.

See Admissions Policy.

### **Complaints Procedure**

Refer to the general Complaints Procedure.

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or the designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

Date of Review: September 2021

Date of Next Review: September 2022