



Eastbrook Primary School SEND Policy

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1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) and/or a disability.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure that the views of the child are considered when planning and evaluating their SEND provision.
- To further develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND
- To ensure that every child has his or her individual needs recognised and addressed through quality first teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is personalised to meet individual needs and attainment.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

Inclusive education is at the heart of an inclusive society and works to ensure that all teaching and learning opportunities provide for a diversity of need. At Eastbrook School, we offer an inclusive learning environment and culture to help all of our pupils make the best possible progress, whatever their needs or attainment. We aim to provide high quality first teaching for all our pupils. This includes appropriate scaffolding of work, differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress and outcomes,

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.



They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is [Ms Izabela Akele](#). She can be contacted via the School Office 020 3780 3609.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school



4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEND policy and provision within the school
- The Headteacher has overall responsibility for the management of SEND.
- The Headteacher is responsible for allocating the budget for SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Including pupils with SEND in the classroom and provide a differentiated curriculum appropriate for their needs.
- Being aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Giving feedback and information to parents of children with SEND.
- Completing accurate written records of assessments, progress and future targets.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

5. SEN information report

5.1 The areas of need (as identified in the SEND Code of Practice, 2015) are:

Our school currently provides additional and/or differentiated provision for a range of needs, including:

- Communication and interaction This includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD)
- Cognition and learning This includes students with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)
- Social, emotional and mental health difficulties This includes attention deficit disorder (ADD), Attention hyperactive disorder (ADHD), attachment disorders, anxiety, depression, self-harming, substance misuse, eating disorders and/or physical symptoms that are medically unexplained.
- Sensory and/or physical needs This includes hearing or visual impairment, mobility and other issues which require adaptations to enable the student to access the whole school curriculum.



5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those **who are not making adequate progress despite high quality support in class.**

Adequate progress can be defined as follows:

- It closes the attainment gap between the child and their peers.
- It prevents the attainment gap growing wider.
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.

This may include progress in areas other than attainment, for example, social needs.

Progress **that is not deemed adequate and/or** low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their **parents/carers**. We will use this to determine the support that is needed and whether we can provide it by adapting our Quality First Teaching, or whether something different or additional is needed.

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with the class teacher. This then may result in a referral to the school SENDCo. Parents can also contact the Inclusion Lead/SENDCo directly if they feel this is more appropriate.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/**carers** when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and areas **to develop further**
- We take into account the parents'/**carers' views**
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify **families** when it is decided that a pupil will receive SEN support. **These children will be set termly targets by the class teacher in collaboration with the SENDCo. These SMART targets are collectively known as an Individual Education Plan (IEP). Teachers plan for the teaching of these targets each term and include differentiation and/or scaffolds within their planning. Children's progress against these targets is monitored by the Inclusion Lead/SENDCo and evidenced by class teachers at the termly review.**

The views of the pupils, parents, SENDCo and class teacher will help to design new targets if necessary. At each review class teachers present evidence of progress towards the last set of targets. The SENDCo is responsible for supporting class teachers in completing IEP documents for children at SEND support. A copy of the child's Individual Education Plan (IEP) will be shared with the families.



5.4 Education, Health and Social Care Plans (EHC)

Some children have needs that demand a more specialist and quantified package of care and support. These children will be in receipt of an EHC from the Local Authority. EHCs outline the needs and provision a child has in place and are reviewed annually. These plans are written in collaboration with relevant professionals from health, education and social services (where appropriate) and the views of parents/carers and children are included and used to decide outcomes of the plan.

Requesting an EHC

The SENDCo will request an EHC for a child if a child displays needs which cannot be met at the School Support stage. This request is made in consultation with parents, children and the class teacher. Completion of a referral is accompanied by evidence of needs and areas of concern from adults who have worked with the child. This will include detailed information about interventions in school and strategies used.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's **progress and attainment** in comparison to their peers and national data
- The views and experience of parents/**carers**
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

Year 6 pupils will be supported to attend their new school for Transition events, designed to support their needs in the best way. **The SENDCo/Inclusion Leader will work in partnership with colleagues in feeder schools to ensure a smooth transition takes place for SEND children and pupils with EHCP. This means that joint reviews will take place involving both SENDCOs. Visits to and from both schools will also be planned along with liaison between both schools once the child has moved in or moved on.**

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be **personalised** to meet the needs of individual pupils.



We may also provide interventions such as:

- Toe by Toe
- Chatty Children
- Read Write Inc.
- Attention Autism
- Thrive
- Lego Therapy
- Colourful Semantics

Some interventions are delivered by trained Teaching Assistants (TAs) under the direction of both the class teacher and/or the SENDCo. Some TAs are trained in delivering Thive Programme. Teachers deliver other interventions. Specialists from outside agencies also may offer strategies and support.

Some pupils are supported in class for part of the school day by a class TA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. Interventions are closely monitored and tracked by the Inclusion Lead/SENDCO through informal and formal observations and progress is tracked half termly.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

5.8 Additional support for learning

Class TAs are trained to deliver interventions as identified above.

Teaching assistants will support pupils on a 1:1 basis if such support is indicated in their Educational Health Care Plan (EHCP).

Teaching assistants will support pupils in small groups as directed by the Class Teacher.

We work with the following agencies to provide support for pupils with SEN:

- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology Service
- School Inclusion Service

5.9 Training of staff

In the last academic year, staff have been trained in interventions such as Thrive, Team Teach, Autism Awareness, Toe by Toe, Read Write Inc., Colourful Semantics, etc.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their IEP targets each term



- Reviewing the impact of interventions
- Using Parent questionnaires
- Monitoring by the SENCO
- Keeping a provision map
- Holding Annual Reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on any residential trips open to their year group.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is excluded from taking part in these activities because of their SEN or disability.

How we support pupils with disabilities is set out in the School's Accessibility Plan.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- 5.12.1 Pupils with SEND are encouraged to be part of the school council
- 5.12.2 Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships
- 5.12.3 Pupils with social and emotional needs are supported through Thrive activities
- 5.12.4 Behaviour Support Plans are drawn up for children who need specific support, in consultation with their parents

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

We involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in order to help meet the needs of pupils with SEND and to support their families. Referrals to outside agencies are made in consultation with families.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the [class teacher or Inclusion Leader/SENDCo in the first](#). They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- 5.14.1 Exclusions



5.14.2 Provision of education and associated services

5.14.3 Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

Parents/carers of students with Autism or social communication disability are encouraged to make contact with the Sycamore Trust. Parenting courses can be made available via local Children's Centres.

The School Nurse runs a regular drop-in session for parents at the Primary school. Information about local Children's Centres & parenting courses can be made available.

The Educational Psychology Service can provide support & advice for parents of children with SEND.

5.16 Contact details for raising concerns

Mr Evan Hollows – Primary Head Teacher

Ms Izabela Akele – Primary Inclusion
Lead/SENDCO

5.17 The local authority local offer

Our contribution to the local offer is on the School website. www.eastbrookschoo.org

Our local authority's local offer is published here: <https://www.lbbd.gov.uk/local-offer>

6. Monitoring arrangements

This policy will be reviewed by the Primary **Inclusion Leader**/SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies -

- [Accessibility plan](#)
- [Behaviour](#)
- [Supporting pupils with medical conditions](#)