

Eastover Primary School

Special Educational Needs and Disability Policy



**Approved by the Governing Body of
Eastover Primary School**

Signed by:

NameMrs B Cockerell.....

Signature: *B. Cockerell.*

Date approved: 14/07/2025

Proposed Date of Review: July 2026

Statutory: Yes

Website: Yes

SEN and Disability Policy

Rationale

At Eastover Primary School we believe that all children have an equal right to a well-rounded education which will enable them to achieve their full potential. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing special educational provision for whom this is required, that is 'additional to and different from' the universal provision offered to all children. Additional needs fall into four areas as identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Aims and objectives

At Eastover Primary School we aim to:

- Ensure equality of provision for pupils with special educational needs and disability (SEND)
- Provide full access for all pupils to a broad and balanced curriculum
- Ensure the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- Enable pupils with SEND to achieve their full potential
- Request, monitor and respond to parent/carers/carers and pupils views in order to evidence high levels of confidence and partnership
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- Ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- Identify the roles and responsibilities of all staff in providing for children's special educational needs
- Work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

These aims are directly linked to the Code of Practice for SEND, 2015,

Roles and Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parent/carers and carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the SEN Register.

The SENDCo is Mrs Emma Dutton.

The governor responsible for SEND is Mr Joseph Knight

The Inclusion Administrator is Mrs Ella Cook

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The role of the Teacher

- Ensuring progress for all children in their class including those who access support from teaching assistants and/or specialist staff.
- Delivering high quality teaching.
- Differentiating the curriculum accordingly to ensure access to learning for all pupils.
- Identifying needs and organising suitable interventions to help children to overcome barriers and make progress.
- Liaising with parent/carers to discuss progress, achievements and concerns
- Monitoring progress and discussing this accordingly with their team leaders, the head teacher and where required the SENDCo.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their own behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and must provide high quality teaching which meets the needs of all learners in their class.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and 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 class. (This may require a meeting with parent/carers and all professionals involved before your child starts school).

- Use the assessment processes to identify any learning needs.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher work closely with the EAL coordinator and 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.

Partnership with parent/carers

Partnership plays a key role in enabling children and young children with SEND to achieve their potential. Parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parent/carers of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

The schools website also includes the special educational needs information report which has details of the arrangements made for children in our school with special educational needs. The school keeps parent/carers fully informed and involved at all stages of their child's education and takes account of the wishes, feelings and knowledge of parent/carers at all stages.

We encourage parent/carers to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parent/carers. We inform the parent/carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parent/carers first port of call for a concern should always be the class teacher and meetings can be arranged directly with them. Parent/carers can access the SENDCo by making an appointment through the office.

Pupil Participation

Children and young children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are actively encouraged to contribute to the assessment of their needs, the review and transition process.

Pupil Passports

Strategies employed to enable the child to progress and contribute to their own learning will be recorded within a Pupil Passport which will include information about:

- Short term targets set for the child.
- Key information regarding the child and their needs.
- Primary needs of the child and what this means for them.
- The child's views will be sought and taken into account, as will those of the parent/carers, as their support is vital if progress is to be achieved and maintained.
- Any other information that a teacher or parent feels is appropriate.
- Personal passports will be reviewed once a term (when the children first join in foundation stage personal passports are not introduced until the Spring Term).

Involvement of Outside Agencies

Specialist support services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been tried and how successful these were.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in working with the child directly. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded on the provision maps continues to be the responsibility of the class teacher.

Outside agencies may become involved if a child:

- Continues to make little or no progress in specific areas over a long sustained of time, despite support and/or intervention
- Continues to have difficulty in developing literacy and mathematical skills, despite robust, evidence based intervention
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the whole class
- Has sensory or physical needs and requires additional specialist equipment or regular advice/visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

- Continues to fall behind the level of their peers despite receiving interventions to develop their learning

School Request for Statutory Assessment of Education Health and Care Plans (from September 2014)

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans, pupil passports and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parent/carers.

The parent/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education, Health and Care Plan will have a statutory annual assessment. When this coincides with transfer to secondary school, the SENDCo from the secondary school will be informed of the outcome of the review or invited where appropriate.

Further details on provision for pupils with SEND can be found in the SEND Information Report. This document can be found on the school website.

Monitoring and evaluation

A variety of methods are used to monitor and evaluate the provision and achievements for pupils with SEND:

- Regular teacher observation of teaching by the senior leadership team.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- The views of the parent/carers/carers and pupils
- Regular meetings between SENDCo and head teacher, key phase leaders and subject leads.
- Provision tracking – used as a basis for monitoring the impact of interventions

Transition Arrangements

A thorough transition process is put into place for vulnerable children moving to new schools, including transition to secondary school settings. Pupils and parent/carers will be fully involved in the planning for transfer to the new setting. Key information about SEND provision will be shared with the next school/setting through the review process. Where children transfer to another primary school, information about the SEND provision will be forwarded to the next school.

Enhanced transition packages will be put in place for children with additional needs who are starting school in Foundation Stage. This will involve close liaison with nursery/childcare settings and parent/carers will be involved at every stage.

Allocation of resources

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 statements of special educational needs and disability or Educational Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been used.

Resolving Disagreements with parent/carers

Initially, an attempt will be made to resolve a complaint about SEND provision at a school level. As per the complaints procedure, stage one is that the

complaint is heard and attempted to be resolved by the class teacher and if required the SENDCo and /or the head teacher becomes involved.

If the complaint is felt to be unresolved, the procedure is for that complaint to be forwarded to the head teacher. If the head teacher was already involved at stage one, the complaint can then be forwarded to the chair of Governors. Following this, members of the Governing body may consider the complaint, after which, if necessary the local authority may become involved.

This SEN and Disability policy will be reviewed and amended annually.

Reviewed by Governors:

To be reviewed by Governors: May 2026