



Special Educational Needs Policy

Policy Creation & Review

Author(s)	Inclusion Team & Janice Owen-Amadasun (SENCo)
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Please note that this policy also pertains to practice in our Little Ellies Childcare. Therefore the term 'school' is used to cover both provisions.

Ellen Wilkinson Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

1. Aims

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential including the use of additional provision if appropriate.

2. Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through planning and provision to provide access for all by class teachers, the Inclusion Team and Access Leader and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN Support.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of every child within our school
- To enable children to move on from us well equipped with academic skills and social independence to meet the demands of secondary school life, learning and to thrive in modern Britain and become citizens of the world.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.
- (*Except where disapplication, arising from an Educational Health Care Plan (EHCP) occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

3. Legislation and statutory responsibilities

This policy and information report 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 coordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN 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.

5. Roles and responsibilities

5.1 The SENCO

The Inclusion & Access Leader takes the lead role in relation to inclusion and is a member of the leadership group she is the qualified SENCO. In EWPS this is Janice Owen - Amadasun. They will:

- ❑ Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ❑ Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ❑ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- ❑ Advise on the graduated approach to providing SEN 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 SEN up to date

5.2 The SENCO

The SENCO is supported by other members of the Inclusion team to ensure the actions above take place. The Inclusion Team is made up of the named SENCO, a SEND lead teacher with NASENCo qualification and Senior Teaching Assistants.

5.3 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 SENCO to determine the strategic development of the SEN policy and provision in the school

5.4 The Headteacher

The Headteacher will:

- ❑ Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- ❑ Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.5 Class teachers

Each class teacher is responsible for:

- ❑ The progress and development of every pupil in their class
- ❑ 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- ❑ Ensuring they follow this SEN policy

6. Arrangements for coordinating SEN provision

- ❑ Support Plans are reviewed termly. The Inclusion Team & Access Leader meets with each class teacher to review Support Plans to evaluate pupil progress and to ensure provision is appropriate and necessary. This will include children who have High Needs Funding and EHCPs.
- ❑ The Inclusion Team & Access Leader meets quarterly with each year group team to discuss additional needs concerns. Other review meetings are held with each class teacher as and when the need arises.
- ❑ At other times, the Inclusion Team & Access Leader will be alerted to newly arising concerns through the SEN Initial concern form.
- ❑ The Inclusion & Access Leader will discuss issues arising from referral SEND Initial Concern Form forms with the class teacher within one week of receiving the form.

- Where necessary, reviews will be held more frequently than once a term for some pupils.
- Targets arising from review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles and resources.
- The Inclusion Team & Access Leader monitors planning for SEN and is available to support year group teams with curriculum planning.
- The Inclusion Team & Access Leader, together with the leadership group, monitors the quality and effectiveness of provision for pupils with SEN through assessment data, classroom observation and through the monitoring of planning, SEN B tracker, SEN Action Planning grids and SEN file
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- SEN support is primarily delivered by class teachers through differentiated teaching methods.
- Additional in-class support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the Inclusion Team & Access Leader, and the leadership team, in line with current pupil needs, educational initiatives such as English and Mathematics strategies and the budget.
- Additional support is funded through individual allocations from the Local Authority (e.g. for children who meet the threshold for High Needs Funding) .
- Support staff, class teachers, Inclusion Team & Access Leader and outside agencies liaise and share developments in order to inform reviews and forward planning. This is done through the SEN file, regular reports from outside agencies and meetings where appropriate.
- Planning is informed by the recommendations made by specialist agencies who have observed and worked with the child. Careful consideration is given to all the advice provided by the specialists working closely with the school and the child to ensure that their individual needs are met.
- The Inclusion Team will liaise with children's previous school to ensure that relevant information is passed on.

6.1 Specialised Provision

This is provided by a number of specialists from the Local Authority and NHS which operate within Newham. All staff and outside agencies contribute to the record keeping in the SEN files for the pupils they work with.

6.2 Allocation of Resources

Each year, we map our provision to show how we allocate resources and calculate the cost of the whole of our SEN offer. Additional in-class support (TAs) is allocated to pupils with Significant SEN Support Need and High Needs Funding allocation. Advice & support is also provided by the Inclusion Team & Access Leader and outside agencies as appropriate.

The allocation of TAs to year groups is reviewed termly after all support plan reviews have been completed and the school's SEN profile has been updated.

7. Identification and Assessment Arrangements, Monitoring and Review Procedures

We use a number of procedures for assessing children. These are also used to identify pupils who are not progressing satisfactorily and who may have additional needs.

- Baseline assessment results
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Progress measured against the Interim pre-key stage 1 and 2 for children working below the test standard
- Standardised screening and assessment tools (Star Renaissance)
- Observations of behavioural, emotional and social development
- An existing Educational Health Care Plan (EHCP) SEN and HNF
- Another school, LA or other agency which has already identified or provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Team & Access Leader and parent, the child may be recorded as needing either:

- A.** Provision: Access for all across the curriculum
- B.** Additional support through **SEN SUPPORT** provision
- C.** Additional support through **High Needs Funding** provision

7.1 A Provision - Access for all across the curriculum

In order to make progress a child will require teachers to offer a provision that gives access for all children. This will

involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Access for the children will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Prevents and reduces the difference in learning between the child and their peers
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN SUPPORT** level may need to be made. At this point a SEN referral is made.

7.2 B Provision - SEN support

Provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop English or Mathematics skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at SEN SUPPORT.

- Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
- Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it may be appropriate to support these children within a group, focussing on the common needs. This will be reflected in the Support Plans for these pupils who may be very similar. However, some of these pupils may also have targets which are quite individual.

Such groups will be mainly taught by the class teacher, but may have additional TA support where they are working towards similar targets to HNF pupils in the class. Provision will run concurrently with curriculum support to ensure access for all.

Pupils in the second group, those having more severe or longer term needs, may sometimes have a small amount of targeted TA support or the Inclusion Team & Access Leader may need to monitor in order to assess whether they need to be moved to HNF. Such pupils may also receive Learning Mentor support.

The responsibility for planning for all pupils with SEN remains with the class teacher, in consultation with the Inclusion Team & Access Leader.

A child receiving support at **SEN SUPPORT** will have a SEN Support plan.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out by all adults working with the pupil. Significant achievements and difficulties will be recorded in the SEN file. At SEN SUPPORT, most of the monitoring of progress is done by the class teacher and is recorded on the B Tracker. TAs and other adults who work with the pupils will also make pertinent observations. The Inclusion Team & Access Leader will look at the SEN file on a half-termly basis and make adjustments to the provision for the child, if appropriate.

SEN SUPPORT Plans will be reviewed termly, although some pupils may need more frequent reviews. Class teachers are responsible for reviewing SEN Support plans and should ensure parents/carers and wherever possible, pupils are invited to contribute and will be consulted about any further action.

As part of the review process, the Inclusion Team and Access Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme of support through careful targeting (e.g. up to one year), the child continues to have significant needs which are not being met by current interventions. In such cases there may be evidence that the pupil:

- | | |
|----|---|
| of | <ul style="list-style-type: none"><input type="checkbox"/> Continues to make little or no progress in the areas of concern<input type="checkbox"/> Continues working at National Curriculum Age expectations which are substantially below that expected children of the same age<input type="checkbox"/> Continues to have difficulty in developing English and Mathematics skills<input type="checkbox"/> Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning<input type="checkbox"/> Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service<input type="checkbox"/> Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning |
|----|---|

Where this is the case a decision may be made to make provision at the **SEN SUPPORT plus** needing **High Needs Funding HNF**

7.3 C Provision - Additional support through High Needs Funding provision

Provision at this level includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

High Needs Funded children and children who have a Pastoral Support Programme (PSP) will always have provision at this stage. A Pastoral Support Programme usually replaces and Support Plan for the duration of the PSP (usually one term).

Where the school has evidence of pupils transferring to EWPS mid –phase who had been receiving support at SSP they transfer on to the EWPS SEN profile at SSP at least until their termly review. It may not always be possible to allocate the same type or level of support as they were receiving at their previous school and parents will be informed of this at the admission interview. It may not always be possible to allocate them the same level of support as other SSP pupils when they first arrive, but they will be included in the termly review of resource allocation.

A child receiving support at SEN SUPPORT Plus /HNF will have a Support Plan. **Monitoring** will take place as for SEN Support but the responsibility for recording progress is shared between all the adults working with the child, particularly TAs. Class teachers monitor the SEN file weekly and sign it. This is an important method of communicating with support staff about effectiveness of provision. Reviews will be at least on a termly basis. Provision will run concurrently with curriculum support ensuring access for all.

7.3.1 Educational Health Care Plans / High Needs Funding

For a child who is not making adequate progress, despite a period of support, and in agreement with the parents/carers/carers, the school completes a specific profile assessment. This is based on the child's specific need using LA approved forms to apply for High Needs Funding.

The school is required to submit evidence to the LA Special Needs Panel. The panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the Local Authority's current Criteria for allocating High Needs Funding matched to an EHCP.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. Parents still have the right to request a statutory assessment if they or the school feels an EHCP would benefit the child, e.g. if the child is likely to be educated outside Newham.

A child who has an EHCP will have additional support that is provided using the funds made available through HNF.

There will be an Annual Review, chaired by the Inclusion and Access Leader, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Year 5 Annual Reviews will include discussion of secondary transfer. Transition statements are issued in February of Year 6, based on the outcome of the Year 5 review.

7.3.2 Pastoral Support Programmes (PSP)

PSPs are drawn up if a pupil has been excluded (including lunchtime exclusions) or are in danger of exclusion. The Head teacher and/or Inclusion Team and Access Manager will call the parents to a meeting at the school to discuss what we can put in place to improve behaviour and prevent further exclusions.

The programme is reviewed every 6 weeks and runs for a minimum of twelve weeks, and finally, after twelve weeks, if further support is needed, BSS will be involved in supporting the pupil and their family.

A Pastoral Support Plan is used by adults working with the pupil to record targets and strategies. This is reviewed fortnightly by the class teacher and adjusted if appropriate, (the Inclusion and Access Manager supports this process).

Pastoral Support Programmes replace any existing SEN Support Plans for the duration of the plan. Some support time should be allocated to the pupil and TA time can be used to support the PSP. If the class teacher feels Learning Mentor time would support PSP targets, they need to refer the pupil to the Learning Mentor.

If a pupil has not yet been excluded but the class teacher or other member of staff feels they are in danger of exclusion, they should speak to the Inclusion and Access Manager and if appropriate the child may be put on a PSP.

Once the initial meeting has taken place, three areas of focus will be suggested. Class teachers will then draw up a plan for the pupil. Activities which have been used in recent PSPs are included in the appendices to help teachers when drawing up a PSP.

8. SEN and Inclusion In-Service Training

The Inclusion and Access Leader attends cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged to match these targets. This includes teaching and non-teaching staff.

Staff are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level or through the annual SEN skills audit. This will depend on funding available, although every effort will be made to respond according to level of need.

9. The use made of teachers and facilities from outside the school, including support services

Specialists and clinicians from the Educational Psychological Service, Complex Needs & Dyslexia Service, Language Communication Interactive Service, Sensory Service, Speech & Language Therapists, Newham Music service and Behaviour Support Service all visit the school, following referrals made by the Inclusion team which have been agreed with parents as needed.

Specialist, direct teaching from support services is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, severe emotional and behavioural difficulties, speech and language disorders and profound and multiple needs. Specialist staff work directly with children where this is indicated on an EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to SEN Support reviews.

The Inclusion Team and Access Leader liaises frequently with a number of other outside agencies.

Where appropriate, pupils with emotional and behavioural difficulties can be supported with an external placement by requesting a place at Eleanor Smith through a referral to the Local Authority.

10. Arrangements for partnership with parents/carers

Parents/carers permission is always required if any outside agency is involved.

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. This is generally done through parent consultation evenings. If a parent is unable to attend a parent consultation evening, they are offered another time to meet to discuss their child's Support Plan. The Inclusion Team attends meetings with parents if needed or if requested.

We make sure that all parents/carers are given information about our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs. We also pass on any other information about support groups or organisations who can offer help and advice.

At review meetings with parents/carers we always make sure that the child's strengths as well as barriers and areas to improve are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SEN Support Plan (SSP) targets can include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. It is not always possible for parents to be present when SSPs are reviewed, but copies are sent to parents and if a parent wishes to suggest changes, the school will always give them the opportunity to do so.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Class teachers ensure homework is appropriately differentiated for SEN pupils.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

11. Admission arrangements

- ❑ Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs; however, where there is an EHC plan, the LA will give priority to the parent's choice. Pupil Services will also support where a severe SEND need has been identified.
- ❑ There are two nursery sessions (a.m. and p.m.) and two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- ❑ Where a Health Visitor has been involved with a family, they make contact with the EYFS leader if pupils with SEN are due to start at the school. Close links are made with parents/carers of pupils with SEN before the child starts at nursery or reception.
- ❑ Pupils are admitted to Reception in September. Admission to reception is on a part-time basis for the first few weeks, as part of the transition period. These arrangements are flexible to cater for individual needs.
- ❑ Prior to starting school, parents/carers of children with an Educational Health Care Plan (EHCP) or with additional needs identified by the family or health professionals will be invited to discuss the provision that can be made to meet their child's identified needs.

11.1 Additional admissions/Transfer arrangements

Additional admissions: A member of the leadership group will contact the school of any child on the waiting list to check if there are any SEN. The Inclusion Leader and Senior Learning Mentor interview all parents/carers of mid-phase admission pupils. Class teachers of children joining from other schools will receive information from the previous school as soon as it arrives.

Pupils transferring to other schools from EWPS will have their SEN records sent to the new school's Inclusion and Access Leader, including information on the type of provision the child has received. The Inclusion and Access Leader will discuss these children with other schools on request.

Every effort will be made to meet with the Inclusion and Access Leader of secondary schools our SEN pupils are transferring to in order to ensure continuity of provision. (Year 6/7 SEN Transition meetings are arranged by the borough in May annually.)

12. Access, disability and equality issues

12.1 Access to the Environment (see also School Access Plan Appendix 6)

EWPS is a single site, single storey school. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. The school is semi open plan with classrooms accessed through shared areas which are wheelchair accessible. Each classroom can also be directly accessed from the outside via double doors which are at the same level inside and out and therefore wheelchair accessible.

There is one shower which is located in the hygiene room. This is totally wheelchair accessible. Laundry facilities are available in the nursery. There are two accessible toilets for children or adults in the school. Individual needs for a younger pupil e.g. through use of frames or additional railings is assessed through the Local Authority's medical needs team.

We do not currently have any severely visually impaired pupils but the school has good lighting and does not have steps which could prove hazardous. Our classrooms are carpeted and contain quiet areas which could help minimize the effects on pupils with hearing difficulties if we needed to provide for them. We are aware that pupils with autistic

spectrum disorders are extremely noise sensitive and special arrangements are in place to ease points of stress (e.g. in the dinner hall).

Children requiring equipment due to an impairment are assessed by the Local Authority's specialist teams in order to gain the support that they require e.g. hoist, changing facilities, rails in toilets

See Local Authority's Access Audit Summary (Appendix 8) for details of Local Authority's audit – no additional action requested as a result. However the school and its governing body will consider potential future needs when planning changes and improvements to the building and site.

12.2 Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- ❑ The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- ❑ Learning opportunities will be absorbing, rewarding and will reflect various teaching styles.
- ❑ Staff will work in a way to avoid the isolation of the children they are supporting, and encourage peer tutoring and collaborative learning.
- ❑ Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy will have an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- ❑ Access for all takes a variety of forms within teacher planning. Learning Foci are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording will also be planned where this is appropriate.
- ❑ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- ❑ The school will ensure that the hidden curriculum and extracurricular activities are barrier free and do not exclude any pupils.

12.3 Incorporating disability issues into the curriculum

- ❑ The PSHE curriculum includes issues of disability, difference and valuing diversity.
- ❑ The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- ❑ Signalong is used at EWPS: training for staff is incorporated into the whole school INSET. Training is also available for whole classes and this is allocated according to need (e.g. priority is given to classes where SEN pupils are learning to use Signalong.)
- ❑ Opportunities to teach the children Signalong signs e.g. for assembly greetings and using symbols on displays and around the class are optimized.
- ❑ PECS is used in the school for children with language and communication difficulties.

12.4 Terminology, imagery and disability equality

- ❑ The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- ❑ We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- ❑ We aim to make optimum use of PSHE / PSED for raising issues of language and other disability equality issues.

12.5 Listening to disabled pupils and those identified with additional needs

We encourage the inclusion of all children in the School Council and other consultation groups. We teach PSHE throughout the school which supports the Learning Mentors works alongside the teachers in classes for specific cases. Children are included in their target setting and take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and welcoming. Annual Reviews are pupil centered with the child taking a lead on presenting a video that highlights their development throughout the school.

12.6 Working with disabled parents/carers

We recognise that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. When a child starts at the school we ask the parents/carers about their access needs to ensure we use the most helpful form of communication.

12.7 Disability equality and visits or out of school activities

- ❑ We make all visits inclusive by planning in advance and using accessible places.
- ❑ We provide additional TA support for individual children as required.
- ❑ All children are welcome at our afterschool activities.

13. Evaluating the success of the School's SEN and Inclusion Policy

We analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. We set targets for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs making good progress compared to their peers in similar contexts
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body. The GB reports to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The Inclusion Team and Access Leader will provide information termly to the governing body as to the numbers of pupils receiving special educational provision through SEN SUPPORT, EHCP and High Needs Funding as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes in the Head teacher's report.

The Inclusion and Access Leader will meet with the SEN Governor a minimum of twice a year to discuss Inclusion and current SEN concerns. The policy will be reviewed annually.

15. Monitoring arrangements

This policy will be reviewed and approved by the Governors Curriculum Committee on behalf of the Governing Body every three years.

16. Links to other policies

This policy links to the following policies:

- Accessibility plan
- Complaints
- Equality information and objectives
- First aid
- Health and safety
- Safeguarding
- Special educational needs information report
- Asthma Policy
- Children with health needs who can't attend school policy
- Medical needs policy

Complaints about SEN provision:

Complaints about SEN provision in our school should be made to the [class teacher/SENCO/head teacher] in the first instance. 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:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns:

Please send your concerns to: send@ellenwilkinson.newham.sch.uk for the attention of:

- Your child's class teacher is the first contact
- Mrs Janice Owen - Amadasun Deputy Head teacher & SENCO
- Mrs Sue Ferguson Head teacher (if your concern has not been addressed by staff listed above.



Appendix 1 - Guidelines for identification of SEND

	Language and Literacy	Mathematics	Personal and Social Development: <ul style="list-style-type: none"> ● Interacting & working with others ● Independent & organisation skills ● Attention
YR Term 1	Baseline assessment at or below Stage 3 for Language, Reading or Writing	Baseline assessment at or below Stage 3 for Mathematics	Behaviour that restricts access to the curriculum on a daily basis
YR Term 3 Y1 Term 1	<ul style="list-style-type: none"> ● Less than 10 high frequency words ● Less than 10 sounds to symbol knowledge ● Writing: at or below P level 6 ● Speaking/expression: below P level 6 ● Listening/comprehension: below P level 6 	Number: below P level 6	Behaviour that restricts access to the curriculum on a daily basis
Y1 Term 3 Y2 Term 1	<ul style="list-style-type: none"> ● Reading and Writing: below age expected ● Speaking/listening: below age expected ● Below plus on English Renaissance assessments 	Number: below level age expected Below plus on Maths Renaissance assessments	Reaching final sanctions in school behaviour plan. Behaviour that restricts own/others access to the curriculum on a daily basis.
Y2 Term 3 Y3 Term 1	<ul style="list-style-type: none"> ● KS1 SATs - at or working below for reading and writing ● Speaking/listening: below age expected ● Below plus on English Renaissance assessments 	KS1 SATs - at or below age expected Below plus on Maths Renaissance assessments	
Y3 Term 3 Y4 Y5 Y6	<ul style="list-style-type: none"> ● At any time if working at more than two years behind age expected attainment. ● Below plus on English Renaissance assessments 	At any time of working at two or more years below the age expected attainment. Below plus on Maths Renaissance assessments	Reaching final sanctions in school behaviour plan Behaviour that restricts own/others access to the curriculum on a daily basis Requires adult support to organise self to complete familiar tasks Unable to work without peer/adult support for more than 10- 15 minutes (age appropriate)

The criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the *Code of Practice*.

Renaissance English & Maths Standardised Assessments are used from Years 2 - 6. Where children's attainment remains as Below Age Expected Plus, individualised targets are identified and set within a SEN Support plan as needed

Lexia baseline assessments are also used to identify children needing additional support in phonological decoding and application from year 2 - 6