

ESTCOTS PRIMARY SCHOOL



SEND/Inclusion Policy

Estcots SEN and Inclusion Policy

This policy was re-written in the light of the New Code of Practice 0-25 (July 14) and Children and Families Act (May 2014). It provides a framework for the provision for children with Special Educational Needs and Disabilities at Estcots Primary School and complements the school's Local Offer.

At Estcots Primary School all children are valued, respected and welcomed to the school. We value diversity and we are committed to the inclusion of all children. The School believes that each child is unique and is an integral and important member of the school community. We recognise that the goals for each child are the same, to develop to their full potential, but the help that individual children need in progressing towards this will be different. Inclusion is everyone's responsibility and at Estcots we work together to ensure that provision for all children is appropriate, well matched to the needs of the child, consistent, based on advice given from a range of professionals and in conjunction with parents.

AIMS OF THIS SEND POLICY

The aims of our special educational need and disability policy and practice in this school are:

- To prevent disabled pupils being treated less favourably than other pupils through adaptations to our curriculum and environment and by providing appropriate agencies, resources and equipment to meet their individual needs.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the school environment.
- To ensure that children and young people with SEN, including those looked after by the local authority, engage in the activities of the school alongside pupils who do not have SEN.
- To identify and reduce barriers to progress by recognising additional needs and putting in place appropriate intervention.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To keep parents informed and encourage them to work in partnership with the school and to provide a link between parents and any necessary external agencies

WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEN) OR A DISABILITY?

At Estcot's Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN 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, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

We recognise that there may be a diversity of special educational needs including:

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

Pupils for whom English is an additional language (EAL) also have specific learning needs to enable them to access the curriculum. However, it must be remembered that the need to learn English is not a special need in itself but may be associated with an additional special educational need.

Additionally to this, we also aim to provide for pupils who are academically more able and recognise that they may need special provision in order to cater for their specific needs to enable them to reach their full potential.

ROLES AND RESPONSIBILITIES

The overall responsibility of ensuring that the SEND Policy is implemented lies with the Headteacher Mrs Rachel Brock. However, it is the responsibility of each teacher to ensure that children within their classroom setting are appropriately provided for.

Estcots Primary School's inclusion team includes:

Mrs Lucy Howard - Special Educational Needs and Disability Co-ordinator (SENDCO)

Contact Details – lhoward@estcots.co.uk

Mrs Michelle Bailey – Play therapist

Mrs Corrinne Harrison-Gray - Learning Mentor

The named Governor for SEN is Miss Gwyneth Gwenlan

CO-ORDINATING AND MANAGING PROVISION

The SENDCO has the responsibility of co-ordinating the SEND provision within the school and overseeing the inclusion team. The role includes;

- *Liaising with all staff including the Head and SEN Governor and keeping them informed of new developments
- *Providing support and advice to colleagues about all SEND issues and signposting them to the correct support to help the children in their class
- *Liaising with parents, arranging meetings to review progress and suggestions for further action if necessary
- *Liaising with outside agencies and voluntary bodies involved in supporting children with particular needs
- *Taking the lead in further assessment of SEN pupils and the planning of future support
- *Keeping registers of children with specific needs
- *Keeping an up to date Provision Map for the whole school and monitoring and evaluating the programmes delivered
- *Ensuring that children on School Support (SS1, SS2 and SS3) have an appropriate provision map or individual learning plan and monitoring its implementation and impact
- *Providing appropriate resources
- *Arranging training for staff on issues concerning SEND
- *Monitoring the provision of SEND throughout the school

- *Keeping up to date records on all children with Specific Needs
- *Overseeing the implementation of the school's Inclusion and SEND policy
- Maintaining close links with other schools re: transfer and transition

ADMISSION ARRANGEMENTS

West Sussex Local Authority (LA) is responsible for all admissions and allocates placements in line with the LA policy. Admission arrangements are set out in the school prospectus and website.

If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN needs of the pupil. For a child with an Education, Health and Care Plan (EHCP), the local authority will consult with the Governors about the suitability of the school and any specialist provision to be delivered through a direct payment (personal budget) before making a decision to name Estcots Primary School.

Prospective Parents are welcome to visit at any time and are able to arrange this by contacting the school office on 01342 327473

IDENTIFICATION

HOW DOES OUR SCHOOL KNOW IF CHILDREN NEED EXTRA HELP? (SE7 1 Q1) (Schedule 1: Point 2)

We believe that early identification of special needs is important. If concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school regarding a pupil's level of progress or inclusion, then the Class Teacher and SENDCO work together to put in place an appropriate programme and the child will be placed on the SEND register as school support 1 (SS1). The child will have a provision map and the parents/ guardians will be invited in to discuss the provision that has been put in place for their child and the desired outcome. If pupils then fail to make adequate progress academically or social and emotionally, further provision is made and outside agencies will be contacted to offer advice to the school and parents and the child's status on the register will now be school support 2 (SS2). An Individual Learning Plan (ILP) will then be written based on the advice given, which will involve the parents as to how best the school can achieve the desired outcomes for their child. This will be reviewed termly. A child will be placed on school support 3 (SS3) if their needs are more complex or severe and advice from multi outside agencies needs to be sought. An educational health and care needs assessment (EHCNA) may be applied for if the needs are severe and long lasting. If successful, an Education Health Care Plan (EHCP) will be issued by the LA describing the expected provision. This will then be reviewed annually (or six monthly if the child is under 5) and a termly ILP will breakdown the yearly targets into termly steps.

WHAT SHOULD A PARENT DO IF IT THINKS THEIR CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

If parents have concerns about their child's learning then this initially needs to be discussed with the child's teacher. This then may result in a referral to the school SENDCO. Parents may also contact the SENDCO, Inclusion Team or the Headteacher directly if they feel this is more appropriate. All parents will be listened to and their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

PROVISION

HOW WILL THE SCHOOL SUPPORT A CHILD WITH SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10) AND HOW WILL THE CURRICULUM BE MATCHED TO EACH CHILD'S NEEDS? (SE7 Q3) (Schedule 1: Point 3)

All pupils will be provided with high quality first teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and help increase their access to the curriculum. Teachers plan using pupil's achievement levels, differentiating tasks to ensure progress for every pupil in the class. When a pupil has been identified as having SEND, all areas of the curriculum and environment will be further adapted, if necessary, by the class teacher, inclusion team and senior leaders to remove barriers to learning and enable them to access the curriculum more easily. How it is adapted will be

dependent on the bespoke identified needs of the child. Support staff including the play therapist and learning mentor, resources and equipment will be provided to ensure the full implementation of specific needs. Depending on the need, this will involve a variety of approaches including small group settings and individual tutoring either within the classroom setting or by withdrawing the pupil/s and working in a quiet, undisturbed area. Resources and equipment, provided for all staff to use, are stored in the inclusion draws or in the SENCO's room. Pupils with SEND are included on all school visits and residential trips and additional risk assessments are put in place as needed.

HOW WILL PARENTS KNOW HOW THEIR CHILD IS DOING? (SE7 Q4) (Schedule 1: Point 7) (SE7 Q 14) (Schedule 1: Point 9)

All pupils on the SEND register have next steps either in their PM or ILP and these will be shared with parents at their termly meetings. These targets are reviewed termly to track progress for each pupil. Parents and children are informed of their targets and encouraged to contribute with their own view. A whole school provision map is in place to monitor the effectiveness of the interventions used to support pupils. Pupil attainment is tracked using the whole school tracking system and those failing to make the expected progress are quickly identified at termly pupil progress meeting. Parents also have the opportunity to liaise with the class teacher directly on a daily basis or via a Home/School Communication Book if needed.

Parents are encouraged to arrange an appointment with the Class Teacher, Headteacher, SENDCO or Learning Mentor at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Parents may also be called in for a meeting to discuss their child progress throughout the year.

Target Tracker is used to monitor progress and achievement throughout the school with children being discussed termly: please see the school's assessment for learning policy for further details. If however a child is working below the expected national curriculum key stage standard then steps of progress will be shown using the pre key stage standards.

PUPIL'S OVERALL WELL-BEING

WHAT SUPPORT WILL THERE BE FOR CHILDREN OVERALL WELL-BEING? (SE7 Q5) (Schedule 1: Point 3)

A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being is taught in each year group.

There are times when pupils experience emotional upsets and these can result in a barrier to their learning. We have a Learning Mentor in school that a pupil can access through referral either by a parent/carer, outside agency or a class teacher. We are also lucky enough to have a play therapist who also works with children if they need additional support.

At Estcots we have excellent links with outside agencies and work well with them to provide additional support to children and families. We have access to Holistic and can use this to access a family link worker to support the child and their family within the home.

The school has an Anti-bullying Policy and Medicines Policy.

PUPILS WITH MEDICAL NEEDS (Statutory duty under the Children and Families Act) (SE7 5)

Pupils with medical needs are provided with a detailed Health Care Plan, compiled in partnership with the School Nurse (if needed) and parents and if appropriate, the pupil themselves.

Staff who administer and supervise medications, complete formal training.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

WHAT SPECIALIST SERVICES ARE AVAILABLE AT THE SCHOOL? (SE7 Q6)

Estcots has a strong professional relationship with a range of outside agencies and services, as well as the other schools within the East Grinstead locality (EGGS). These agencies include the Speech and Language Therapy Service, Learning and Behaviour Advisory Team, Autism and Social Communication

Team, Occupational Therapy, School Nurses, Family Support Workers and the Educational Psychology Team. Within school we have a learning mentor and play therapist. All staff are trained in Safeguarding. We also work closely with West Sussex.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS? (SE7 Q8) (Schedule 1: Point 3)

All children with SEND are fully included within the school and lessons are as inclusive as possible, adjustments being made according to need. Children with SEND are included on all school visits and residential trips and parents are actively encouraged to assist, where appropriate, and be involved by being helpers in school and on the visits. Additional risk assessments are put in place accordingly.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT? (SE7 Q9) (Schedule 1: Point 3)

The school building is fully wheelchair friendly. There are two disabled parking spots marked and located near to the school reception and steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate. The medical area provides a safe place for insulin testing and injections as well as first aid treatment. Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information which is available via the school website.

HOW WILL THE SCHOOL PREPARE/SUPPORT MY CHILD WHEN JOINING OR TRANSFERRING TO A NEW SCHOOL? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme for Reception children is delivered in the Summer Term to support transfer of pupils starting school in September and several visits are made to meet the new teacher and play within the room they will be working in in September. Phased entry is then put in place in the Autumn term.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCO meets with the preschool setting where needed and when necessary with new parents of pupils who are known to have SEND. This allows concerns to be raised and solutions to any perceived challenges to be met prior to entry.
- If pupils are transferring from another setting, the previous school's records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

TRANSITION TO THE NEXT SCHOOL (Schedule 1: Point 12)

- The transition programme in place for pupils transferring to Secondary School provides opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND who make additional visits with the Learning Mentor and/or SENDCO.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding Secondary School choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies/ the local authority, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- If children are transferring locally, then the SENDCOs of both will liaise to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase are transferred within five working days of the parents notifying their child has been enrolled at another school.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS? (SE7 Q11) (Schedule 1: Point 6)

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
 - This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

HOW IS THE DECISION MADE ABOUT HOW MUCH SUPPORT EACH CHILD WILL RECEIVE? (SE7 12) (Schedule 1: Point 7)

- For children with SEND but without an EHCP, the decision of how best to provide support will be made in conjunction with the Class Teacher and/or SENDCO, and parent/ carer.
- For children with an EHCP, this decision will be reached in agreement with parents and local authority when the EHCP is being produced or at an annual review.

HOW WILL I BE INVOLVED IN DISCUSSIONS ABOUT AND PLANNING FOR MY CHILD'S EDUCATION? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- Discussions with the class teacher, SENDCO, Inclusion team or Senior Leadership team member,
- During parents evenings,
- Meetings with support and external agencies.

In addition, our school has a forum for parents and carers of children and young people with SEND. All are invited to attend these termly meetings to ensure the school provision is responsive to pupil and family needs.

WHO CAN I CONTACT FOR FURTHER INFORMATION OR IF I HAVE ANY CONCERNS?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENDCO,
- The Headteacher,
- For complaints, parents are invited to contact the school office to arrange an appointment to discuss the matter.

SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN AND INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER CAN BE FOUND. (Schedule 1: Point 11 and 13): (Schedule 1: Point 8)

As part of the Children's and Family Bill (2014) provision for SEN focuses on providing comprehensive and co-ordinated support for children and young people (aged 0-25yrs) across all services with parents, families and individuals at the heart of the provision. As part of this, schools and local authorities are required to publish a 'local offer'. This is aimed at explaining how schools and authorities will work to provide the best outcomes for all concerned with SEND as well as providing the best information regarding the services available and how to access them.

- The West Sussex Local Offer is a resource designed to support children and young people with Special Educational Needs and/or disabilities and their families. It includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors. The West Sussex Local Offer is available at: <https://westsussex.local-offer.org/>.
- Estcots Primary School's Local Offer is available on the school website and this policy compliments the offer. We are part of the East Grinstead Group of Schools (EGGS) and NEST (SEND Network) for East Grinstead and the surrounding areas: www.nestsend.org.uk.

- SENDIAS service (what was the parent partnership – West Sussex Information Advice and Support Service) offer independent advice and support for parents and carers of children with SEND: Helpline: 0330 222 8555 Email: send.ias@westsussex.gov.uk

Early Years Foundation Stage (EYFS)

Before entry to school the teaching staff, with the SENCO if needed, meet with pre-school staff to discuss individual needs and requirements.

For some children liaison with local Pre-School settings and parents will identify those children whom consultation with professionals e.g. Education Psychologist or Speech and Language has already happened. For these children we will continue the process that has been started and the children are usually listed immediately on our SEND register. If a child has a EHCP already school staff will liaise with the pre-school setting and jointly host a 6 month annual review so joint targets can be set between settings so provision is seamless.

Children who are identified as showing capacity as Academically More Able will be listed on our Academically More Able register and their progress closely monitored. Educational activities will be planned to ensure that these children continue to make progress at their level using the exceeding guidelines of the Early Learning Goals as a starting point.

Children who enter the school having English as an additional language will be placed on our register of children for whom English is an additional language. The purpose of this is to ensure that all teachers are aware of who these pupils are and are able to include teaching strategies that will aid the progress of these children e.g. visual prompts to support the learning of new vocabulary. Where children with EAL are failing to make progress a First Language Assessment may be initiated or the EMATs advisor may be contacted. The aim of this is to assess a child's understanding in their first language in order for us to consider whether there are learning difficulties other than learning English as an additional language.

Parents will be consulted prior to completing the assessment and with the results of the assessment or meeting.

Early Years Transition

During the Summer Term, once the schools admission has been completed, the EYFS team in collaboration with the SENCO will begin to receive information regarding new entrants from their Pre-School setting. When a child is highlighted as having Special Educational Needs, the Inclusion Team, alongside the EYFS will begin a bespoke programme of transition if needed. This could include working with the staff at pre-schools to introduce some strategies that will be continued on entrance to Estcots, visiting and working with the children in their pre-school setting; allowing the child extra visits to school to familiarise them with the new surroundings prior to beginning of the usual transition programme; meetings with parents and any outside agencies to share information and plan together and taking home a transition folder to be used in the holidays. This ensures that transition for vulnerable groups of children is well planned and tailored to their individual need.

Key Stage 1 and 2

Throughout a child's schooling at Estcots we continually monitor the progress that they make. Pupil progress meetings -which are held termly, and discussions with teachers highlight children who are becoming a concern emotionally or academically. Those children are then monitored. If, despite actions being put in place, children still continue to not make progress cognitively or emotionally they are named on the school's Special Educational Need register as school support 1 and specific targets for teaching and learning are made and tracked using a Provision Map. These are copied to parents and reviewed three times during a school year.

After a period of time, it may be deemed necessary, after discussion with parents, class teacher, SENCO and Inclusion Team to refer the pupil to other professionals in order to seek advice about how best to cater for the needs of the child. In this case the school will seek permission from the parents, liaise with the necessary professionals, list the pupil on the school's Special Educational Needs and Disability (SEND) register as School Support 2 or 3 and draw up an I.L.P (Individual Learning Plan) based on the advice given from other professionals. Targets on the plan will be shared with the pupil and parents. These targets will be reviewed three times yearly.

Where significant learning/ behaviour or medical difficulties persist the school would request a consultation with our Educational Psychologist for advice. It may be necessary for the school to submit a request for Statutory Assessment. Where an Educational Health & Care Plan (EHCP) is issued the school will ensure that all guidance is followed and that the correct level of support is provided.

Where a child has been identified as requiring a School Support 2 or 3 or as having an EHCP on our SEND register a Yellow Folder will be initiated. This file aims to profile information about the child as well as track progress that the child makes. This folder will include sections as follows:

- An One Page Profile (personalised information given by the child to give an overview of their likes/dislikes/needs etc.
- Contact Sheets, where people who work with the child note the aim of the session and then report on the misconceptions encountered and areas for development. This acts as a running record of progress.
- Reports – Any copies of reports and advice from outside agencies that we are following
- Current and previous ILPs
- Examples of the pupils work to show progress and development

Identifying 'Vulnerable Children'

At Estcots we identify children as 'vulnerable' if their social and emotional behaviours make them likely to struggle with the routines and pressures of the school culture and environment, thus having an impact upon their learning. Factors such as the following are considered:

- Bullying (Bully / Bullied)
- School refusal / poor attendance
- Outside agency intervention LAC / CAMHS
- Bereavement / family crisis
- Isolation / difficulty forming relationships with peers
- Low self esteem
- BESD e.g. ADHD
- Anxiety
- Free school meals
- Cognitive issues

The progress and well-being of these children is monitored during Pupil Progress Meetings and through discussion in Inclusion Meetings.

Academically More Able (AMA)

Identification, provision, assessment and review

Children in all Year Groups who are identified as Academically More Able for whatever reason, be it academic, artistic or sport related will be added to our Academically More Able register and opportunities for those children to make further progress and excel will be planned for by class teachers and discussed during Pupil Progress Meetings.

English as an additional language

Pupils with EAL are supported in the class, either individually or in a small group. EAL pupils may have differentiated work to include more visual cues and we are in close liaison with EMAT to make sure that the best practice is put into place. A welcome meeting is also held with families when a child with EAL joins. At Estcots we are very aware that children with EAL are not necessarily children with SEND.

Inclusion in Practice

At Estcots we ensure that Inclusion will be achieved by assessing each child's needs in terms of access and adapting our facilities and practice as appropriate to meet the needs of all children, including those who are AMA. This means that all staff will take action to ensure inclusion through assessment and adaptation of physical layouts; planning and provision of resources; differentiation of learning objectives and teaching strategies; adult deployment and variation in use of language – to ensure that all children are treated as unique and have their needs well met.

Intervention

Teachers in each Year Group will identify where intervention will aid the needs of all pupils and allow the targets on their provision map, individual learning plan or educational health care plan to be met, including those with SEN and those considered to be Academically More Able. Planning ensures that all learning is matched to the needs of all children. Where appropriate, children will receive intervention usually in the form of group work provided by a Teaching Assistant and under the guidance of the Class Teacher. We offer a broad and rich range of interventions addressing the four areas of SEND at Estcots which are monitored and reviewed regularly to make sure that they are having an impact. Our TAs attend regular training and have access to our school's speech and language therapist to ensure that many of our Speech and Language difficulties are addressed and resolved through early intervention and following programmes of work.

Play Therapist

At Estcots we believe that helping children to be socially and emotionally well-adjusted is as important as progressing academically. Play Therapy allows children to explore their thoughts and feelings through play and art. We have a resident full time Play Therapist. Sessions can be on a one to one basis, in small groups or as Theraplay and have helped many children with SEND explore their feelings and behaviour patterns so that they are more ready to access learning in the classroom. We have a dedicated 'Play Room' where The Play Therapist works with children for whom it has been agreed, with the Inclusion Team and parents, that Play Therapy would be appropriate.

Learning Mentor

At Estcots we realise that many children may have issues in their lives that affect their ability to learn in school. When these issues are identified, class teachers can refer the child to our Learning Mentor by filling in a referral request. This will be discussed with the Inclusion Team and if appropriate, when a slot becomes available, the Learning Mentor will conduct a programme of learning for that pupil to address their specific needs. The Learning Mentor will work together with the child and parents.

SEN Teaching Assistants

Where children are awarded an EHCP or are identified by the school as in need adult-support will be provided. In this case the T.A will work with the child in a variety of circumstances including in class support and 1:1 support and or group work. It is the responsibility of the class teacher, in liaison with all

members of the Inclusion Team, to guide and support the work of the Teaching Assistant with the pupil/pupils involved.

Meetings

Our Inclusion Team (Head teacher, Deputy Head teacher, Inclusion Manager, Inclusion Support Assistant, Play Therapist and Learning Mentor) meet regularly to share progress relating to children, discuss the registers and update each other regarding the cases and the children with whom we are working. This ensures that we are all kept up to date with each other's work and work together effectively as a team to promote the best interests of all children in our care

.Record Keeping

Registers of pupils with SEN and EAL are kept by the SENCO. The class teachers and the SENCO are responsible for the completion of appropriate paperwork relevant to the pupils on SS1, SS2, SS3 and EHCP. The SENCO is responsible for completing the paperwork required for EHCNAs.

Transition

Transition between year groups is managed on a whole class basis for the majority of our pupils however we recognise that some pupils struggle with this change. Our Learning Mentor and Play Therapist coordinates vulnerable transition by offering one to one and group mentoring to selected pupils. This includes the provision of a pack for the pupils to work on throughout the summer holidays. Vulnerable transition to secondary school is also managed by the Learning Mentor with input from the Secondary Learning Mentors and teaching staff. Where it is deemed necessary for a pupil a bespoke transition plan will be put into place.

Building Adaptations

Estcots is a school with various adaptations to ensure we are able to provide the best inclusion for those children with physical and medical needs. A lift ensures wheelchair access to the main part of the building. (see accessibility plan)

Staff Development

The SENCO and staff meet regularly to discuss pupils on the SEN register. This gives all the staff the opportunity to talk about the needs of pupils in their classes. Continued professional development is delivered in house or by outside agencies, keeping staff updated in their knowledge of how best to support pupils with SEND.

Complaints

If a parent has a complaint regarding an issue associated with SEND, they should first follow the staged approach as laid out in our Complaints Policy. If however, after following this staged approach, they are still unhappy with the outcome of the complaints procedure they are entitled to take this complaint further.

To do this they should first complain directly to the Local Authority (West Sussex County Council). If after doing this, they remain unhappy regarding the responses that the Authority have given there are further options available to them.

Parents can complain to the Local Government Ombudsman or to the Secretary of State for Education. Parents can also appeal to the First-tier Tribunal (SEND) about their child's SEND assessment or statement.

At Estcots we feel that we should be able to resolve all disagreements or complaints promptly and with successful outcomes for all.

Summary

At Estcots Primary School we believe in Inclusion for all. We are pro-active in ensuring that all of the children in our care make the best progress and achieve at the highest level possible for them as individuals. This comes from the whole school working together in partnership and following our SEND and Inclusion Policy. Difference is celebrated and embraced. We are proud of the achievements of the children at our school and are committed to making sure all our children reach their full potential and are happy.

Next review date – October 2021

