



Egerton Primary School

Special Educational Needs and Disability Policy

The Special Educational Needs and Disability policy at Egerton Primary School is derived from the commitment that governors and staff have regarding their responsibility to provide the most appropriate support and encouragement for maximising the potential of those children experiencing temporally variable and various special needs.

The governors and staff have embraced a policy of educational inclusivity where we seek to accommodate a variety of learning styles and paces and strive to recognise and overcome barriers to individual learning.

This Policy reflects the main changes from the SEN Code of Practice (2001) following the implementation of The Children and Families Act 2014.

In accordance with the Equality Act (2010) which promotes disability, equality and takes steps to eliminate discrimination and harassment, the governors and staff of Egerton Primary School have taken appropriate action to eliminate discrimination and as such, has made reasonable adjustments to the physical features of the building and parking facilities to ensure equality of access. The school will also make reasonable adjustments in the provision of information to ensure it is in an accessible format, wherever necessary.

Co-ordinating Special Educational Needs.

The school's special needs co-ordinator is Miss R Owen, who liaises with staff, parents, Governors, pupils and external agencies in order that appropriate monitoring, assessment, resources and provision is sought for children experiencing difficulties.

Access and Facilities.

The school building provides good access for disabled pupils i.e., a single story building with a ramp to the infant door and only low steps to junior doors. The building has disabled toilet facilities.

Admission procedure.

All children follow standard admission procedures which include information from parents, pre-school establishments and any outside agency involved with the care of the child. During the first few weeks in school all reception children are assessed on entry. They continue to be assessed throughout their Reception year.

Children joining Egerton beyond Reception age also follow the usual admission procedures and bring with them standardised information from their previous school. They are also assessed by their appropriate class teacher on entry.

Any concerns that teachers may have about a child are shared with the SENCo.

Identification, assessment and provision.

Initial identification of a child's special educational needs may be made by school staff, parents and/or information from an outside agency e.g., the school nurse, a speech and language therapist. At the earliest indication of concern, the child's class teacher will provide quality first teaching through differentiated tasks to accommodate his/her learning needs and on-going classroom monitoring will apply.

The definition of SEN states:

“If a child is not making adequate progress despite quality first teaching.”

If a child begins to experience more difficulty coping with age-appropriate tasks than his/her contemporaries, and normal classroom differentiation does not provide the child with tasks appropriate to their learning style or pace, then it is at this stage that a child would be identified as needing 'SEN Support'. School follows a graduated approach to identifying and supporting such pupils. Individual targets and/or intervention programmes would be put in place and closely monitored to measure progress. The child's views will be sought, according to their age and understanding, as will the views of their parents/carers. There is a clear focus on the participation of children and parents/carers in decision making at individual and strategic levels. If it was felt necessary, the school could seek advice from the appropriate external agency e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist. The needs of children requiring "SEN Support" are considered and met within the financial and human resources available to the school.

A range of support resources are available and compilation of these continues according to children's specific needs. The school has a strong focus on high aspirations and on improving outcomes for all children. For children with more complex needs, a co-ordinated assessment process could be sought and the school would consider applying for an Education, Health and Care plan (EHC plan) with a view to the Local Authority providing additional funding to the school in order that extra support and/or resources can be provided to aid the child's progress.

The school maintains regular contact with the Educational Psychologist and SENCo's from the other local schools in the Knutsford area. Regular contact is also maintained with a variety of external agencies, i.e. those agencies sharing responsibility for a child's specific needs meet, as necessary, to discuss strategies for supporting the child's on-going progress. Internal support staff includes teachers and teaching assistants who are deployed, as appropriate, to work with children who have been identified as requiring 'SEN Support'. This is detailed in a specific Teaching Assistant timetable which is regularly updated in order to ensure that the needs of individual children are most appropriately met.

The inclusive aims of the school are to accommodate most children within their own classroom, providing additional individual or small-group support for children for whom this would be most beneficial. Children therefore retain access to a balanced and broadly based curriculum, including the National Curriculum. All children are included in year group and whole school activities. Each child is encouraged to explore their potential and maximise their opportunities according to their capabilities.

Parental Involvement.

The school informs parents at the earliest opportunity if their child is experiencing any educational, social or emotional difficulties. Equally, parental concern is acted upon without delay. The school values the information and support offered by parents, both at home and in school. Parents are informed of all concerns and proposed intervention strategies involving their children. Parents and children are invited to attend review meetings, where targets for individual children and interventions are discussed.

If parents have any concerns or worries regarding any matter concerning their child, they should follow the normal procedure, i.e., seek an appointment with the class teacher. The Head Teacher is informed of such concerns and will have a follow-up meeting with parents if this is deemed necessary. The SENCo may also attend these meetings.

Governors.

Mr Peter Thomas is the specific governor who has responsibility for special educational needs and liaises with the special needs co-ordinator. The SENCo will present a yearly report to Governors regarding SEN provision, in-service training etc. The SENCo and SEN Governor work together to carry out rigorous self evaluation of Egerton's practices.

Transfer to other schools.

Children with special educational needs who are transferring to other schools are accompanied by a special needs file containing all relevant information regarding their individual needs and intervention strategies employed at Egerton Primary School. Egerton school staff will also liaise with the staff of the receiving school as appropriate. The transferring children and their parents are encouraged to visit the receiving school.

The parents of Year 5 children with a Statement are offered an Annual Review where a County Assessment Officer is available for discussions regarding the most appropriate secondary provision for their child and arrangements to ensure a smooth transition is achieved.

External Agencies.

The school maintains a positive and productive communication with external agencies and all parties involved in the support of children with special needs. These include-

- SENCo's of all local schools in Knutsford
- Educational Psychologist
- Occupational Therapist
- Education Welfare Officer
- Speech and Language Therapist
- School Doctor, Nurse and Paediatrician

- Child and Adolescent Mental Health Service
- CEAT
- Hearing Impaired Service
- Social Care

The school aims to provide for a continuum of educational needs, monitoring transitory problems and addressing more enduring special needs. By identifying and assessing special educational needs at the earliest opportunity, the school aims to fulfil its obligation to support children experiencing problems, and where possible, to overcome or minimise their problems in the future.

Miss R Owen

This policy/document was reviewed by:-

Date:

Signed.....

Position: Chair of Governors

Signed.:

Date: Autumn 2014

Position : SENCo

The next revision date is: Autumn 2016