Engayne Primary School

POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;

- to ensure the school has an Accessibility Plan in line with statutory guidelines.

- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;

- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;

- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;

- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning provided by the school;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. She will work closely with the school's SEND coordinator (SENDco) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. She will encourage all members of staff to

participate in training to help them to meet the objectives of this policy including that the SENDco achieves the statutory requirements for the performance of her duties.

The Special Educational Needs Co-coordinator (SENDco)

NAME:__Liz Birchall_____

The SENDco has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENDco will be responsible for: the day to day operation of this policy; coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person NAME: Sara Sankey

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform the head teacher who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENDco will gather appropriate information from any school the pupil has

been attending and from other agencies known to have been involved. The donating school is responsible for providing this information.

SPECIAL FACILITIES

Engayne Primary School recognises, celebrates and plans for diversity and equality. Our school is one in which the teaching and learning, achievement, attitudes and well-being of every young person matter. Equality of access hinges not on treating pupils in the same way, but on taking positive action to readdress the inequalities faced by some pupils.

Engayne has classrooms on the ground level and first floor. Each year group has the capacity to have a classroom on the ground level. We are not a completely step free environment but our accessibility plan outlines the way in which we are making more areas of the school fully accessible.

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a young person.

STAGES OF INTERVENTION AND PROVISION

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEND Support)

SEND Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENDco identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.

2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

    - makes little or no progress
    - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
    - persistent emotional difficulties which continue despite management techniques generally used in the school
    - has significant sensory or physical problems that impact on their ability to learn
    - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.

3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.

4. All information about the pupil from within the school, together with any additional information from the parents will be considered.

5. The SENDco will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

6. The SENDco will facilitate the collection of all available information about the pupil. Information will be collected from;

    - within the school (Class Teachers and Teaching Assistants)
    - progress tracking information
    - parents/carers and the pupil.

7. The class teacher, working with the SENDco should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in a Passport.

8. The pupil's class teacher/s will be responsible for working with the pupil on a daily basis and for planning and delivering the passport.

9. All staff will be involved in providing further help to pupils.

10. The Passport will be reviewed on a termly basis.

11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent passports will reflect strategies to meet their needs and show a graduated response to those needs.

12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENDco in consultation with teaching staff, parents and pupil.

13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.

14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual adapted curriculum available to all pupils.

15. If the pupil or young person:

    - continues to make little or no progress in specific areas over a long period of time
    - continues working substantially below the expected level of pupils of a similar age
    - continues to have difficulty in developing literacy and numeracy skills
    - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme
    - has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
    - has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
    - is receiving at least £6,000 of support and any pupil premium to which they are entitled

    then a statutory assessment may be sought from the Local Authority

School Request for a Statutory Assessment

The SENDco will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

1. The Head Teacher/SENDco will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the adapted curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/SENDco will seek;
    - written advice from parents and professionals
    - ascertain the views of the pupil
    - convene the review meeting
    - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
    - the pupil's parent/carer

- relevant teacher/s and TA/s
- representative of the LA
- the pupil
- where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENDco or representatives from colleges/sixth form colleges etc.

6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan(EHCP) if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. The secondary school placement for all youngsters with EHCPs will be decided by February 15th (Date given by borough). Following this planning for transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENDco or their representative from the receiving secondary review will be invited. This must be a person centred review and a one page profile written to go with the pupil to secondary school.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community.
Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them.
Pupils will only be withdrawn when:

1. They will benefit from some intensive individual work on a cross curricular skill
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be

recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available directly from the service on their website https://familyserviceshub.havering.gov.uk/. Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the SENDIASS Parent Partnership Service.

LEAVING SCHOOL

When a pupil leaves the school, the SENDco will forward relevant information about the pupil's needs to the next placement. Where a pupil, with a EHC plan, is moving to another local school this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held. We maintain good links with the schools, who receive our pupils. This is particularly so in respect of pupils with SEND or disabilities.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher which could be the SENDCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff has relevant training and there are procedures in place to support pupils.

COMPLAINTS

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Engayne Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

In the first instance, please discuss your concern or complaint with either the class teacher or SEND co.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Engayne Primary School will attempt to resolve the issue internally, through the stages outlined within the school's complaints procedure and outlined below.

Stage 1

Formal complaints must be made to the headteacher (unless they are about the headteacher), via the school office. This may be done in person, in writing (preferably on the Complaint Form), or by telephone.

The headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days.
Within this response, the headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The headteacher can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The headteacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.
During the investigation, the headteacher (or investigator) will:

· if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
· keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the headteacher will provide a formal written response within 10 school days of the date of receipt of the complaint.

If the headteacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Engayne Primary School will take to resolve the complaint.

The headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 1.
If the complaint is about the headteacher, or a member of the governing body (including the Chair or Vice-Chair), a suitably skilled governor will be appointed to complete all the actions at Stage 1.

Complaints about a member of the governing body must be made to the Clerk, via the school office (we would seek support from the LA and Governor services).

If the complaint is:
· jointly about the Chair and Vice Chair or
· the entire governing body or
· the majority of the governing body

Stage 1 will be considered by an independent investigator appointed by the governing body. At the conclusion of their investigation, the independent investigator will provide a formal written response.

Stage 2

If the complainant is dissatisfied with the outcome at Stage 1 and wishes to take the matter further, they can escalate the complaint to Stage 2 – a meeting with members of the governing body's complaints committee, which will be formed of the first three, impartial, governors available. This is the final stage of the complaints procedure.

A request to escalate to Stage 2 must be made to the Clerk, via the school office, within 5 school days of receipt of the Stage 1 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 10 school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The complaints committee will consist of at least three governors with no prior involvement or knowledge of the complaint. Prior to the meeting, they will decide amongst themselves who will act as the Chair of the Complaints Committee. If there are fewer than three governors from Engayne Primary School available, the Clerk will source any additional, independent governors through another local school or through their LA's Governor Services team, in order to make up the committee. Alternatively, an entirely independent committee may be convened to hear the complaint at Stage 2.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making their decision they will be sensitive to the complainant's needs.

If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 3 school days before the meeting, the Clerk will:

· confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
· request copies of any further written material to be submitted to the committee at least 3 school days before the meeting.

Any written material will be circulated to all parties at least 3 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all

parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented.

The committee can:
· uphold the complaint in whole or in part
· dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:
· decide on the appropriate action to be taken to resolve the complaint
· where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and Engayne Primary School with a full explanation of their decision and the reason(s) for it, in writing, within 5 school days.

The letter to the complainant will include details of how to contact the Department for Education if they are dissatisfied with the way their complaint has been handled by Engayne Primary School.

If the complaint is:
· jointly about the Chair and Vice Chair or
· the entire governing body or
· the majority of the governing body

Stage 2 will be heard by a committee of independent, co-opted governors (we would seek support from the LA and Governor services).

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Engayne Primary School will take to resolve the complaint.

The response will also advise the complainant of how to escalate their complaint should they remain dissatisfied.

Next Steps

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education after they have completed Stage 2.

The Department for Education will not normally reinvestigate the substance of complaints or overturn any decisions made by Engayne Primary School. They will consider whether Engayne Primary School has adhered to education legislation and any statutory policies connected with the complaint.

The complainant can refer their complaint to the Department for Education online at: www.education.gov.uk/contactus, by telephone 0370 000 2288 or by writing to:

Department for Education Piccadilly Gate Store Street Manchester
M1 2WD.

MONITORING AND EVALUATION

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEND Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEND Support and Education, Health and Care Plans across the categories as recorded on the school's provision map
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on Passport forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEND INFORMATION REPORT

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

REVIEW OF POLICY

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

JUNE 2026

This policy will link with the Engayne's vision on emotional well-being, mental health, equality, diversity and representation.