



## **Emmaus Federation Special Educational Needs and Disabilities Policy (SEND) (Revised September 2021)**

### **Introduction**

This document is a statement of the aims, principals and strategies for provision for children with Special Educational Needs at the Emmaus Federation. Special provision means: for children two or over, education that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.

The following documents were taken into consideration in the formulation of this policy:

Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years  
The Discrimination Act in Schools and Early Years Settings (2006)  
Removing Barriers to Achievement (2004)  
The Equality Act (2010)

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principals underlying identification and provision and confidently committed to the agreed strategies.

Since 1st September 2014, our school website has displayed all the current support available to your child at our school. It explains how the SEND process works, how the school can support you and your child, and how you can work with the school to support your child. There is also a link directing you to Lincolnshire's Local Authority website to show you what support is available within the county to support you and your child.

### **Aims**

To ensure that pupils with special educational needs have the same opportunities as other pupils to achieve the Federation aims within the mainstream classroom.

To provide an environment where parents, carers, pupils and staff can work together to identify and support individual needs.

To encourage all staff to build upon the strengths of pupils with special educational needs and recognise their positive achievements.

To encourage all staff to develop their skills as teachers of pupils with special needs and support their professional development wherever possible.

To be familiar with the details of EHCPs and Specialist reports and ensure that the recommendations made in them are met.

To ensure that the Support Team is held in high esteem throughout the schools, and that its contribution to the schools' communities is recognised.

To set high expectations and give every learner confidence that they can succeed.

To ensure all learners are of equal value.

To make improvements to ensure physical access.

### **Definition of Special Educational Needs**

A child has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

A child has a **learning difficulty** if he or she:

Has a significantly greater difficulty in learning than the majority of children of the same age.

Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

Is under compulsory school age and falls within the definition at a. or b. above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

### **Special educational provision**

Special educational provision means:

for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of that age in maintained schools, other than special schools, in the area.

for a child under two, educational provision of any kind.

This is a broad definition covering children and young people from 0 -25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

## **The duties of governing bodies**

Governing bodies should, with the head teacher, decide the school's general policy and approach to meeting special educational needs for pupils with and without statements/Health Care Plans.

Every school must have a 'responsible person' who makes sure that all those who are likely to teach a student with an EHCP are told about the EHCP. The person is generally the head teacher, but may be the chair of the governing body or governor appointed by the governing body to take that responsibility.

The governing body must:

Do their best to ensure that the necessary provision is made for any pupil who has special educational needs,

Ensure that where the 'responsible person' has been informed by the LA that a pupil has special needs, those needs are made known to all who are likely to teach him or her,

Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special needs,

Report annually to parents on the implementation of the school's SEND policy,

Ensure that a pupil with special educational needs joins in the activities of the school together with the pupils who do not have special needs, so far as is reasonably practical and compatible with efficient education and use of resources,

Have regard to the revised Code of Practice,

Ensure that parents are notified of a decision by the school that their child has special needs,

## **Inclusion and Federation admission**

There is a clear expectation within the 1996 Education Act that pupils with special educational needs will be included in mainstream schools. In accordance with this, the Emmaus Federation will continue to treat pupils with individual needs as fairly as all other applicants.

## **Safeguarding**

The pastoral and SEND monitoring systems of the school have a vital role to play in preventing radicalisation of pupils. At The Emmaus Federation, all pupils are monitored closely by all staff and any behaviour or safety issues of concern are discussed at the weekly teaching staff meeting or learning support staff meeting respectively. Where necessary a pastoral intervention or even counselling may be provided. The School will also seek advice and support from the local authority when concerns regarding pupil radicalisation arise.

## **Resources**

Resources are allocated for special needs by the finance committee of the governing body. The SENCo in consultation with the school leader, is responsible for the use of the resources and the development of the support staff.

## **Working in partnership with parents and guardians**

The Support Team recognises that professional help for pupils with special educational needs is most effective when it builds upon parents' knowledge and understanding of their child and takes into account their contribution to each stage of an assessment.

To establish and maintain positive links with parents and guardians, the Emmaus Federation will:

- Welcome enquiries and visits from existing and prospective parents.
- Respond promptly to concerns raised by parents, either directly or through other staff.
- Invite parents to contribute to special needs assessments and reviews.
- Inform parents of the SEND Support of their child.
- Endeavour to arrange meetings at a convenient place and time.
- Enlist the support of outside agencies where language may be a barrier to spoken or written communication with parent.

## **Complaints procedure**

Parents or guardians wishing to make a complaint may contact the head-teacher who will enlist the support of senior colleagues and the SEN Governor, where appropriate, to investigate and resolve problems. In the event of a formal complaint parents are advised to contact the head teacher or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

## **Criteria for review of the SEN Policy**

The governors of the Emmaus Federation will review the SEND Policy annually. In conducting the review, the following criteria will be considered:

Are systems in place for the effective identification and assessment of pupils with special needs?

Are all staff familiar with the routes of referral for a pupil who may have special needs?

Are Special Needs Files set up, and regularly updated, on all pupils with SEND and those undergoing assessment?

Is the progress of pupils with SEND monitored and reviewed in accordance with the recommendations in the revised Code of Practice?

Have the recommendations made by the LA in SEND statements/Health Care Plans been met?

Have SEND staff worked in partnership with parents to meet the needs of pupils with special needs?

Have pupils with special needs been involved in discussions about their needs, and their views recognised?

Have external agencies been involved in the planning and provision for pupils with SEND where appropriate?

Have SEND staff attended courses for professional development and disseminated information to others?

Have SEND staff informed other school staff of new legislation regarding SEND? 5

Does the income into the school for SEND match the expenditure on SEND over the previous twelve months?

Is there a SEND Action Plan, and does it identify relevant priorities for the future?

## **The Special Needs Support Team**

September 2021

SEN Governor Mrs Ros Blowers

SENDCo Mrs Hutchinson (Head of School Swineshead)

Mrs Gray (SENDCo Sutterton)

Class TA Swineshead

Alicia Becker

Liam Magee

Emma Kemp

Neil Mountain

Kerry Mountain (HLTA)

Tracy Allitt

Lauren Chamberlain

Jess Rogers

Sam Clare (HLTA)

Melanie Prince ( Behaviour Support)

1:1 TA Swineshead

Adele Atkins

Chrissie Bateman

Sally Brookes

Helen Chitty

Frances Haines

Kim Hunt

Kimberley Stancer

Lauren Pick

Melanie Prince

Class TA Sutterton

Sue Osborne (HLTA)

Clare Fox

Kathy Wilson

Erin Stukins

Denise Fountain

1:1 TA Sutterton

Philippa Parnell

Rebekah Stanhope

Jemima Baker

Emma Scarborough

Steph Woods

## **SEN provision and resources**

The Emmaus Federation consists of one small and one medium sized school accommodating over 380 pupils aged 4 - 11. The Support Team are based in the classroom. Teaching is provided for small groups and individual pupils with additional needs.

## **Identification and assessment of special needs**

The School is committed to ensuring that all pupils receive their entitlement to a broad, balanced and relevant education. The Support Team will help to achieve this by ensuring that the Emmaus Federation:

Attend pre-school reviews as requested.

Use information from previous settings/school to provide a starting point to develop an appropriate curriculum.

Identify and focus on the pupil's skills, highlighting areas for early intervention.

Ensure that ongoing observation and assessment provides regular feedback to staff, parents and pupils, and form the basis of future plans.

Regular formal and informal assessment of all pupils takes place in all curriculum areas, and staff are encouraged to analyse results and pass on concerns to the SENCo.

In addition to this day-to-day monitoring of pupils by classroom teachers and support staff, standardised tests will be administered where appropriate. These include:

Salford Sentence Reading Test.

Schonnell Spelling Test.

National Curriculum Statutory Word List.

Little Wandle phonics.

P scales (PIVATS).

To decide whether a pupil has special educational needs, the Emmaus Federation will consider:

Evidence from staff observation and assessment.

Performance against level descriptions within the National Curriculum (one year or more behind).

Whether a pupil has been put on an internal concern and has received intervention and there has been no significant progress.

The views of parents and pupils.

In accordance with the revised Code of Practice, where a pupil is assessed as having special needs, intervention will be described as 'SEND Support'.

## **SEND Support**

Initial identification of special educational need is most often made by the class teacher, who recognizes, that in order to accelerate progress, the child requires provision 'additional to or different from' normal classroom differentiation.

If this is deemed to be the case, the class teacher, with the permission of the child's parents, will complete an internal referral form (**SEN Support**). A copy will be given to the SENCO, who will add the child's name to the SEND register requiring SEN Support.

The SENCO will open a 'gold form' in order to keep a record of meetings with parents, with the SENCO or with outside agencies.

The trigger for intervention through SEND Support will generally be, that despite differentiated learning opportunities, a pupil that:

Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of concern.

Shows signs of difficulty in developing basic literacy and mathematics skills that result in poor attainment in some curriculum areas.

Presents persistent emotional difficulties which are not improved by the behaviour management techniques usually employed by the school.

Has sensory or physical problems, and continues to make little or no progress despite provision of specialist equipment.

Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Continues to make little or no progress in specific areas over a long period.

Continues working at NC levels substantially below that expected of pupils of a similar age.

Continues to have difficulty in developing basic literacy and mathematical skills.

Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning, or that of the group, despite having an individualised behaviour management programme.

Has sensory or physical needs requiring additional specialist support.

Has ongoing communication difficulties which impede social relationships and cause substantial barriers to learning.

In these circumstances, the SENCO will:

Enlist specialist support.

Implement specialist advice.

Discuss arrangements with parents.

Help draw up and distribute learning SEND Individual Education Plan.

Monitor and review progress.

Once the child no longer needs 'additional' or 'different' provision, the SENCO is informed and notifies the parents in writing that their child's name has been removed from the SEND Register.

### **Panel Referral Meeting**

In a small minority of cases, and after regular review meetings, a decision may be made to request a multi-disciplinary assessment (MDA).

Using County's proforma, the SENCO is required to submit evidence of all efforts made to manage and support the pupil's learning at each stage and to make the case for further support

This information is collated by Special Needs Area Panel and discussed at the Area Referral Meeting (ARM), when a decision is made as to whether or not an Education, Health and Care Plan (EHC) of Special Educational Needs is necessary.

## **Education, Health and Care Plan**

At this stage, it has been agreed that resources routinely available within school are insufficient to meet the needs of a particular child.

Based on the evidence submitted to ARM, and after deliberation of reports from the other agencies involved, the Special Needs Panel write an EHC Plan of Special Educational Needs for the child and fund the necessary provision which varies according to need. The EHC Plan, which is a legal document, is reviewed annually.

## **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to meet with the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the head teacher or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

## **Support roles**

The SEND team is made up of teachers and teaching assistants. Effective support is most effective when SEND staff, class teacher and pupils work in partnership.

Teaching assistants work in classrooms and with named pupils (usually those with Educational Health Care Plans and those at SEND Support) and priority will be given to their needs. They may support pupils under the direct supervision of teaching staff by:

Assisting pupils with personal organisation.

Interpreting instructions and tasks.

Maintaining pupil focus on task.

Raising self-esteem of learners.

Liaising between pupil, teacher and SENCo.

Reducing tension in volatile situations.

Deliver individualised literacy or numeracy programmes.

Deliver small-group literacy or numeracy lessons.

The aim of support is to enable pupils to gain access to, and benefit from, the broad and balanced curriculum of the Federation.

## **Links with Support Services**

The Emmaus Federation recognises the importance of establishing and maintaining positive links with specialist support services. Many pupils with special educational needs have other difficulties and the achievement of educational objectives is likely to be delayed without the partnership of all concerned.

Services available to the school include:

- • Specialist Teaching Service (STT)
- • BOSS Outreach.
- • Working Together Team
- • Speech and Language Therapy Service.



- • Extended Communication and Language Impairment Provision for Students
- • Community Paediatrician.
- • School Nurse Team.
- • Child and Adolescent Mental Health Service.
- • Healthy Minds Team
- • Relate.
- • Family Support Workers (FAST).
- • Educational Psychologist

**Signed:**

Mrs CV Collett  
Executive Headteacher

**Signed:**

Mrs J Powell  
Chair of Governors

September 2021