



SEN Policy 2020-21

Approved by:	Children's Committee	Date: 23 rd November 2020
Signed by:	(Chair)	
Last reviewed on:	November 2020	
Next review due by:	Autumn 2021	

1. Information about the School's Special Educational Provision

Evergreen Primary School is one of 10 special schools in County Durham, established to meet the needs of children who have a Statement of Special Educational Needs. Evergreen Primary School's catchment area is primarily the south west of the county although some pupils come from neighbouring areas. Evergreen Primary School caters for primary aged pupils, two to eleven years of age, who have Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties and or Autistic Spectrum Disorders. Many of the pupils also have additional learning needs including behavioural and emotional and social difficulties. All pupils have an EHC Plan.

The school meets the Disability Discrimination Act regulations.

Pupils are admitted to the school upon the recommendation and request from County Durham's SEN Placement and Provision Service.

Funding from the authority reflects the provision designation for the school i.e. cognition and learning, together with a capacity for planned places for 165 pupils.

2. Aims

SEN Code of Practice 2015

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The school's provision in relation to curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the children as identified through their EHC Plan and aims to meet the outcomes as outline above.

3. Definition of Special Educational Needs (SEN Code of Practice 2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

4. Inclusion and Equal Opportunity

Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for and

the achievement of different groups of pupils within a school. We are aware that specific groups of pupils are more likely to underachieve and/or suffer discriminatory practice than others within our society.

At Evergreen Primary School we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitably challenging targets, a broad, balanced enriched curriculum for all children and systems of early identification of barriers to learning and participation.

Inclusion opportunities are available in a variety of ways for groups of pupils and individuals through our work with partner schools and community links.

We take seriously our legal duties regarding discrimination. The following statutory school policies and procedures are key tools which support us in increasing inclusive practice and should be considered alongside this policy: Equalities Policy.

5. Curriculum Entitlement

Staff at Evergreen Primary School have developed a curriculum model which is tailored to the ever changing and wide ranging needs of its pupils and ensures that all pupils receive an appropriate, innovative and exciting educational programme. We aim to make sure that all children receive the highest quality education. The model incorporates personalised learning and a differentiated curriculum programme which not only provides consistency but offers scope for individual teachers to design and implement highly structured teaching programmes to meet the very specific educational needs of each child in their class.

The rationale driving Evergreen Primary School's curriculum is one of learning opportunities which are personalised, meaningful and engaging providing the foundation for our pupils to become lifelong learners who will be active members in their community. It is a curriculum model which is tailored and personalised to the ever changing, diverse and complex needs of our learners. It is designed to ensure the diverse learning characteristics of our learners are addressed.

It also provides guidance for achieving a balanced selection of appropriate teaching objectives across the curriculum areas which not only consider the age and ability of the child but also the nature and degree of difficulty.

At the core of the curriculum there is an emphasis on addressing barriers to learning as outlined on EHC Plans as well as basic skills in Communication, Language and Literacy, Mathematics and Science as well as the key areas for our pupils which are Personal Social and Emotional Education and Physical Development. The foundation subject areas provide breadth of experience and a vehicle for the delivery of essential key skills. ICT underpins the curriculum and is used to support and facilitate learning in all areas.

The curriculum is delivered through Curriculum Pathways. Each pathway takes into account learner characteristics and has specific aims and a focus to meet learners needs.

We recognise that all our pupils are individuals with very specific learning needs. To this end we incorporate a range of different learning approaches to help meet their needs both at an individual level and within group settings. Approaches include TEACCH, visual systems, kinaesthetic and practical learning, sensory based work, community based learning and Total Communication:

6. Assessment and Review

All pupils' needs are reviewed on an annual basis at the Statutory Annual Review of their EHC Plan. These meetings are attended by the pupil, their parents, class teacher, SLT/MLT and other professionals. The focus of the review is to discuss pupil progress, appropriateness and accuracy of the EHC Plan and the appropriateness of current provision.

7. Monitoring Pupil Progress

Pupil progress is assessed through ongoing formative assessment and is recorded on Evidence for Learning. This can be shared with parents and carers and they can also add their own evidence of learning which takes place at home. Each child has a Personal Learning Goal Framework on EFL which has individualised targets and is reviewed and updated throughout the year. Assessment is monitored and analysed by SLT and MLT via personal learning meetings and professional dialogue. Through the monitoring and analysis cycle the school is able to ensure that the curriculum, planning, teaching and support are effective in raising standards of achievement for all pupils.

Parents are invited to attend consultation meetings, each term, to discuss their child's progress and contribute to the target setting process. Pupils are also supported to take part in setting and reviewing their targets.

8. Personal Learning Plans

At Evergreen Primary School each child has a Personal Learning Goal Framework on Evidence for Learning and Personal Learning Plans which incorporate outcomes from EHCP's, programmes from SALT, OT and Physio. These are working documents and are under constant review with consultation from other professionals and involvement with parents/carers. Outcomes on EHCP's are 'SMART' and relate to the individuals learning needs addressing any barriers to achievement.

9. Partnership with Children/Young People

Evergreen Primary School recognises the importance of including children/young people in the process of assessment, planning and monitoring. We employ a range of strategies in order to seek pupil's views and involve them in reviewing and setting their own targets. Where pupils are unable to contribute themselves we use key workers/advocates to represent their views. Staff use Assessment for Learning strategies to enable pupils to be able to assess their own learning and think about how they can make improvements.

10. Procedures for Concerns

If parents have concerns regarding the provision made to meet their child's special needs they are encouraged in the first instance to discuss the issue with the class teacher, Head of School or SENCO. If they do not feel satisfied with the outcome they may take advantage of the governors' complaints procedure.

Parents/carers are informed about SENDIASS so that they can obtain support, advice and information if they wish.

11. Professional development for staff:

The governing body has an action plan which ensures that the needs of the school, as laid out in the School Improvement Plan, as well as individual professional development needs are met. Individual Development needs are assessed and reviewed through performance management procedures and individual training needs identified. Continuous Professional Development in SEN is supported by targeted in-service training and attendance on courses. We recognise and value the vast amount of knowledge and skills held by our own staff and strive to promote the use of peer collaboration as a means of staff development. The long term well-being of the pupils is of paramount concern and training in medical needs, safeguarding, first aid, team teach and Midas is kept up to date.

12. Links with other agencies and schools:

Evergreen Primary School believes that effective action on behalf of our pupils depends upon close co-operation between the school and other professionals. Evergreen Primary School is part of the

North and South West Durham Learning Federation and as such has close links with The Oaks School and Croft School. We work closely with agencies including Speech and Language Therapy, Occupational Therapy, and Physiotherapy Services, The Disabled Children and Families Team at Social Services, Educational Welfare, Educational Psychology Service and the Child Health Service. We also have links with several local and national organisations, which work on behalf of children with special educational needs including The National Autistic Society.

Evergreen Primary has good working relationship with the other special schools in the county and with the mainstream schools within the Bishop Auckland cluster. As a result, the transfer of pupils at the end of Key Stage 2, and where there is a need for a change in provision, is usually smooth and trouble-free.

13. Partnership with parents:

Evergreen Primary School strives to nurture relationships with parents/carers by frequent and appropriate communication. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home. Information and links to external agencies are available to parents via the school website, from the school and the SENCO. The school employs a Health and Home Support Assistant whose role it is to liaise with parents and families and support them wherever necessary. The school runs group support meeting and training for parents of children from within the school and the local area.

14. Evaluating the Success of the SEN Policy

Evergreen Primary School will seek the views of teachers, parents, pupils and other agencies when judging and evaluating the effectiveness of the SEND policy. Pupil's achievements and progress data will be rigorously analysed to establish and demonstrate its effectiveness. The results of the evaluation will be used identify and inform future aims and objectives which will then be addressed through the School Improvement Plan

15. Roles and Responsibilities

Provision for the pupils at Evergreen Primary School is a matter for the school as a **whole**. In addition to the governing body, the school's Executive head teacher, Head of School and all other members of staff have important day-to-day responsibilities in meeting the needs of children at Evergreen Primary School. However, 'the statutory duties remain with the governing body rather than with the school staff.'

The governing body should, in cooperation with the Executive head teacher, determine the school's general policy and approach to provision for all pupils, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The governing body must report to parents annually on the school's policy on SEN.

The Executive Head Teacher and Head of School has responsibility for the day-to-day **management** of all aspects of the school's work, and will keep the governing body informed.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. **All teaching and non-teaching staff** should be involved in the development of the school's policy and be fully aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code.

16. Monitoring and Evaluation of the Special Needs Policy

This policy will be reviewed by the SLT and Governing Body on an annual basis.

SEN Information will be published on the school's website as part of the SEND Local Offer.