Lanesend Primary School

Special Educational Needs and Disabilities Policy and Information Report 2021-2022 Statutory Policy

Signed:.....Date:
(Headteacher)

Signed:.....Date:
(Chair of Trustees)
Review Date: September 2022 (Yearly)
Reviewed By: Child Centered Group, SENCO and Board of Trustees

Lanesend Primary School
Special Educational Needs and Disabilities Policy and Information Report 2021-22

Contents

1. Aims 0
2. Legislation and guidance.....1
3. Definitions.....1
4. Roles and responsibilities.....2
5. SEN information report.....3
6. Monitoring arrangements 12
7. Links with other policies and documents..... 12

Within this policy we use two terms:

- Special Educational Needs (SEN) is the widely used term for *learning difficulties* that require extra educational provision. The term 'Special Educational Needs' (SEN) has a legal definition.

"*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. " (Special Educational Needs and Disability Code of Practice 0 to 25, Department for Education &Department of Health 2015)

At Lanesend Primary School, we use the term **Additional Educational Needs** in recognition of children's broader needs.

Additional Educational Needs (AEN) encompasses the broad range of challenges children may experience across their *learning, health and care*. This will be the term we will use in this document.

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for children with additional educational needs (AEN)

- Explain the roles and responsibilities of everyone involved in providing for children with AEN

At Lanesend Primary School, we aim to offer our children the best possible education.We have high expectations of all our children and aim to remove barriers to learning and participation. We want our children to feel that they are valued members of our school community.

Staff respond to children's needs by:

- Ensuring that "life skills" are at the core of our children's learning;
- Providing support for children who need it across the curriculum;
- Planning to develop children's understanding through the use of senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping to manage their emotions, particularly trauma, stress or anger;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma, stress or anger;
- Celebrating achievement at all levels;
- Communicating with families and colleagues regularly
- Identifying the need for a CAF (Common Assessment Framework) for the child and the family in and out of school.
- Identifying safeguarding concerns for the child and acting accordingly.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and Articles of Association.

3. Definitions

A child has AEN if they have a learning difficulty or disability which calls for additional or special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Nikki Napier

They will:

- Work with the Headteacher and AEN Trustee to determine the strategic development of the AEN policy and provision in the school
- Have day-to-day responsibility for the operation of this AEN policy and the co-ordination of specific provision made to support individual children with AEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, families, and other agencies to ensure that children with AEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing AEN support
- Advise on the deployment of the school's delegated budget and other resources to meet children's' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with AEN up to date

4.2 The AEN Team lead by the Inclusion Officer

The Inclusion Officer is Vicki Wallis

The AEN Team will :

- oversee the day-today operation of the AEN policy
- coordinate provision for children with AEN
- ensuring there is liaison with families and other professionals in respect of childrenwith AEN,
- support learning support assistants

- ensure that appropriate Personal Plans are in place, that relevant backgroundinformation about children with AEN is collected, recorded and updated
- Liaise with external agencies including the Local Authorities and Educational Psychology services, health and social services, and voluntary bodies.

4.2 The AEN link Trustees

The AEN Trustees will:

- Help to raise awareness of AEN issues at Trustee meetings
- Monitor the quality and effectiveness of AEN and disability provision within the school and update trustees on this
- Work with the headteacher and SENCO to determine the strategic development of the AEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO, Inclusion Officer and AEN Trustees to determine the strategic development of the AEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with AEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class including those with AEN
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this policy

5. AEN information report

5.1 The kinds of AEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, ASC (Autistic Spectrum Condition), speech and language difficulties

- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Identifying children with AEN and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a child is recorded as having AEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their families. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Teachers are continually assessing their children's progress, both formally and informally. They identify children who may have a particular need; academically, physically, socially or emotionally. They also identify Remarkable children and discuss vulnerable groups with the school SENCO and Inclusion Officer when needed. These discussions identify the progress and attainment made by each child and ensure relevant interventions are put in place.

Regular consultation between teachers and the AEN Team ensures that children's needs are identified and acted upon. Families may also raise concerns about progress with their child's class teacher and this will be shared with the Inclusion Team to identify next steps. Families are requested to notify the school if their child has a disability or has been diagnosed with a learning or behaviour need.

5.3 Consulting and involving children and families

Families

The school recognises that families have a vital role to play in helping their children realise their potential. The school will promote this partnership by:

- Ensuring that families are aware of the school's arrangements for AEN, including the opportunities for meetings between families and the Inclusion Officer by outlining the arrangements in the school's prospectus and website.

- Discuss concerns with families prior to placing children on the AEN register

- Offering formal consultation between the Inclusion Officer and the families of children on the AEN register, to discuss the child's needs and approaches to addressing them. Strategies that will be used in school and suggestions for supporting at home will be shared at this time

- Personal Plans are reviewed half termly and shared with families for comment

Children

In our school, we encourage children to take responsibility and to be involved in decision making. Children are involved at an appropriate level in setting targets for Personal Plans and reviewing their progress. Children with an Education Health Care Plan (EHCP) are supported to capture their views on a half termly basis through our Pupil Voice proforma. They are also invited to their Annual Reviews and asked about their successes and next steps in learning. Their views are always considered,through the Pupil Voice, if they are unable to attend.

5.4 Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
This will formulate the Personal Plan and is based on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of families
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed every half term.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

5.5 Supporting children moving between phases and preparing for adulthood

We will share information with the school or other setting the child is moving to.

Transition into Reception

If your child is due to start the Early Years Foundation Stage (EYFS) at Lanesend Primary School, there is a comprehensive transition process in place (see our EYFS Transition Policy for detailed information).

We hold informal stay and play sessions throughout the year from October onwards and encourage families to attend with their child. We carry out home visits, where two members of the team will visit you and your child in their home setting.

We also visit children in their Pre- School settings and meet with their Key Worker in the Summer Term to ensure a personal handover of all information. Children attend transition sessions in the Summer Term. We hold two family information evenings that bookend the transition sessions and also provide each child with a booklet with photographs of the staff and setting to have at home during the Summer Holidays.

If your child has Additional Educational Needs we will discuss these with their Pre-School SENCO and, if appropriate, the EYFS Lead will attend any professionals meetings throughout the year relating to their learning and development.

In School Transition

There is a comprehensive transition process in place at Lanesend Primary School. Children will have the opportunity to move up to their new classroom with their current teacher for a number of days to settle them into their new environment with a familiar face.

Booklets are made for children with additional needs identifying their new class teacher, new support staff and their new environment. These booklets are then taken home for children to share with their families. Lanesend Primary School provide a minimum of two 'move up days', where children will be taught by their new teacher in their new classroom. This allows children to build a relationship with their new teacher prior to the start of the new academic year.

Transition to Secondary School

Children with additional needs will have a longer transition to secondary school

as we are aware that this is a big step for all children but can be quite daunting for a child with additional needs.

Children will hopefully visit their new school a minimum of twice in the spring term to familiarise themselves with their new surroundings and staff in their new school. We also provide all children in year 6 with workshops to address their concerns over their transitions. Children will also be provided with a number of visual resources to aid in a smooth transition for all children.

5.6 Our approach to teaching children with AEN

Teachers are responsible and accountable for the progress and development of all the children in their class.

Working within the guidelines of the Special Education Need & Disability (SEND) Code of Practice (DfE 2015), Lanesend Primary School will provide a graduated approach of action and intervention which is described below:

Quality First Teaching

All children have the right to expect a differentiated curriculum to allow them to accesstheir learning. Most children's needs are met this way. We offer a wide range of support in the classroom to ensure that children's needs are met via our universal offer. Examples of this may include: all classrooms having visual timetables, sensory cards, access to sensory equipment, use of writing slopes, coloured overlays etc.

If a child is not progressing as expected or they have an additional need which requires support from internal and/or external professionals the child will be placed on the AEN register once parental consent has been sought.

AEN Register

On the school's information management system (SIMs) children will be logged under one of the following codes/categories:

Specific Learning Difficulty
Moderate Learning Difficulty
Severe Learning Difficulty
Profound and Multiple Learning Difficulty
Social Emotional and Mental Health
Speech, language or Communication Need
Autistic Spectrum Disorder
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Other Difficulty or Disability

A 'Personal Plan' will be introduced at the point of a child being placed on the AEN register after families have discussed and agreed to this with a teacher/ member of the AEN team. A 'Personal Plan' details the child's specific needs, internal and external agencies involved with their educational needs and support. Targets are set by the child's teacher and reviewed with children and families on a half termly basis. The 'Personal Plan' will also have any recommendations and targets set by external professionals for instance a speech and language therapist or physiotherapist. The Personal Plans are housed on the school's online provision map, EDUKEY.

If a child is placed on the AEN register, it is likely that they be placed in additional intervention to support them. At Lanesend Primary School, we offer a wide range of targeted and measured interventions to support children in all areas of AEN. Interventions will run for half a term and be reviewed in line with the Personal Plan review.

All support, additional interventions, personal plans and referrals to professionals will be discussed with families on a regular basis. Families are also encouraged to communicate with the school with any concerns and/or worries they may have regarding their child's needs and support given

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, individual work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please see our Accessibility Policy for more information.

5.8 Additional support for learning

We have LSAs in every year group who work as Key Workers for children with EHCPs. They will also deliver specific interventions to children in the year group who require additional support. At Lanesend, we also have Catch Up LSAs who will provide targeted short burst intervention to children who require this support either in literacy or maths.

We work with the following agencies to provide support for children with AEN: Play Therapist, Speech and Language, Paediatricians, Educational Psychologists, IOW Specialist Outreach Service, Drumming Therapy, Physiotherapy, Occupational Therapy, and CAMHS (Community Child and

Adolescent Mental Health Services).

5.9 Expertise and training of staff

Our SENCO has over 6 years experience in this role and has worked as a SENCO at schools on the mainland also. They are allocated 3.5 days a week to manage AEN provision.

Our full time Inclusion Officer has over 8 years experience in this role and has worked in a similar position within another Island based school.

We have a team of Learning Support Assistants (LSAs) who are trained to deliver AEN provision. In the last academic year, staff have been trained in courses such as MAYBO, sensory processing and BLANK assessment (SALT).

All staff at Lanesend Primary School have access to an extensive training program and regular in-house training to ensure all teaching and support staff are adequately trained to support children with Additional Educational Needs.

5.10 Securing equipment and facilities

Additional equipment required to support children with SEND needs will be provided through the school budget or additional funding bids to the SEN department. We will work alongside professional recommendations to ensure that children utilize specialist equipment and use it successfully.

Examples of equipment that we may use in school includes:

- Digital equipment for children with specfic learning difficulties, motor skill difficulties or visual impairments
- Raised tables and work stations
- Adapted chairs
- Necessary adaptions to the toilets e.g. boosters

5.11 Evaluating the effectiveness of AEN provision

We evaluate the effectiveness of provision for children with AEN by:

- Reviewing children's individual progress towards their Personal Plan targets each half term
- Reviewing the impact of interventions each half term
- Using Pupil Voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

5.12 Enabling children with AEN to engage in activities available to those in the school who do not have AEN

Lanesend strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010.

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on of our residential trips to Little Canada and France. All children are encouraged to take part in whole school events such as: sports days, school plays, Dance Live and any other additional in school events or special workshops. No child would be excluded from taking part in these activities because of their AEN or disability. When planning activities such as visits and trips, the needs of AEN children are considered to ensure they can fully participate, for example; staff will visit places and complete risk assessments.

Existing facilities provided to assist access to the school by students with disabilities are:

- Wheelchair friendly school on ground floor level
- Carpeted classrooms to aid hearing impaired students learning.
- Exterior lighting to improve evening access.
- A Disabled Toilet is offered close to reception
- Disabled parking is available

<u>Arrangements for the admission of disabled children</u>

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility and the school would work with families and other agencies involved to ensure that appropriate provision could be provided. It is the school policy to accommodate children with disabilities and individual needs will be planned for to prevent any children with disabilities being treated less favourably than other children. Staff organise human and physical resources within the school to increase access to learning and participation by all children.

Further details are found on the school's Accessibility Plan which is available on the school website.

5.13 Support for improving emotional and social development

We provide support for children to improve their emotional and social development in the following ways:

- Many opportunities for pupil leaderships e.g. Anti-bullying Ambassadors, Eco Champions, Pupil Council etc
- Use of Trick Box as a whole school strategy to support children with improving self-image, resilience, and self-regulation
- School therapy dog, Daisy
- Family support team to support with pastoral care
- Small classes to allow strong relationships between the class teacher and children in the class
- Specific interventions to support SEMH. This can occur in a group or 1:1. See interventions list for full list of potential interventions.
- Use of Play Therapist for targeted small group or 1:1 sessions

Lanesend Primary School has a nurturing ethos throughout the school which provides each child with a positive experience

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Some children with AEN may need support from professionals outside of the school setting to achieve a successful learning journey. At Lanesend, we work closely with colleagues from outside agencies and services to support the needs of children in school.

Outside Agencies and Services may include: SENDIASS, Occupational Therapy, Speech and Language Team, Educational Psychology, Physiotherapy, and the School Nurse team.

5.15 Complaints about AEN provision

Complaints about AEN provision in our school should be made to the class teacher and then the SENCO in writing. They will then be referred to the school's complaints policy which is available on our website.

The families of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for families of children with AEN

Lanesend Primary School provide AEN Coffee and chat session for families of

children with additional needs. The coffee mornings are an opportunity to meet other families with similar concerns and experiences as yourself; as well as providing an opportunity to discuss common concerns with the AEN Team. (Due to the current Covid 19 Pandemic, Coffee events are being held virtually).

Training and awareness events are also held for parents these have included, Sensory Processing Disorder, and ASD awareness. Professionals are also invited to attend these events and we have had visits from FIZ (Family Information Zone) and SENDIASS.

We have an 'open door' policy for families to discuss their concerns with the Inclusion Team.

Lanesend Primary School also has a Family Liaison Officer, Andrea Flux, and a Family Support and Safeguarding Lead, Hannah Holmes, to support and sign post families with relevant advice and services available to support.

5.17 Contact details for raising concerns

Concerns in the first instance can be raised to the year group Year Leader and then escalated to one of our Assistant Head Teachers.

5.18 The Local Authority Local Offer

Our contribution to the local offer is available on our website.
Our local authority's local offer is published here https://www.iow.gov.uk/localoffer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by Trustees.

7. Links with other policies and documents

This policy links with these additional policies:

- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Liaison and Transition Policy
- Supporting Pupils with Medical Conditions Policy