



SEND Policy

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Signed: *_Jo Hunter - Chair of Governors*

Loving – Learning - Thriving

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for children with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

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
- Celebrating achievement at all levels
- Communicating with families and colleagues regularly
- Identifying safeguarding concerns for the child and acting accordingly

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.

Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

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

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so if special educational provision was not made for them.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behaviour is no longer identified as a category of need, as the focus should be on identifying the underlying cause of behaviours exhibited.

The purpose of identification is to ensure appropriate support can be identified and provided, not to fit pupils into categories. Our school seeks to evaluate the needs of the child as a whole, which will include all aspects of the child, not simply the area of identified SEN. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors will be considered SEN, these may include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

A Graduated Approach to SEN Support

At Lanesend Primary Support, all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. We employ a four stage graduated response to identification and provision for children with SEN.

Assess – Plan – Do – Review

Quality First Teaching

First and foremost, children’s needs are met by quality first teaching in all classes. Class teachers are responsible for the learning and progress of children within their class, including those accessing additional support and will continually review progress, attainment and provision to endeavour to meet each child’s needs and ensure access to the curriculum. In addition to this, Pupil Progress Meetings are held every half term, during which attainment and progress are reviewed with the class teacher, SENCO and a member of the senior leadership team.

Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and support instigated.

Once a pupil has been identified as possibly having SEN, staff will complete an initial concern form and closely monitor them in order to gauge their level of learning and possible difficulties.

If a pupil has recently been removed from the SEN register they may also be closely observed and monitored to ensure continued progress, but would no longer be identified as requiring SEN Support. Families will be informed of each stage of their child's development and the circumstances under which they are being monitored.

If families are concerned about their child's attainment or progress they should discuss this with their child's class teacher in the first instance.

SEN Support

If it is decided that a child's needs cannot be fully met through high quality teaching and/or targeted intervention, then we will identify them as requiring SEN support. This will mean that the child is added to our SEN register and they will be receiving support that is additional to and/or different from that of their peers. An Individual Educational Plan with personalised learning targets will be developed to ensure that appropriate provision can be put in place to support the child in achieving their targets.

Application for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process, which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Additionally, if the previous three stages of the graduated response have failed to make a significant impact on the child's progress within school they may be referred for EHCP assessment.

Further information about EHCP Plans can be found via the SEN Local Offer:

<https://www.iow.gov.uk/children-and-family-support/special-educational-needs-send-reforms/send-local-offer/>

Annual review of an Education, Health and Care Plan

The school will review each Educational, Health and Care Plan annually with teachers, the child, their family and any relevant professionals.

Roles and responsibilities

The SENCO

The SENCO is Nikki Napier.

She will:

- Work with the Headteacher and SEND Trustee to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, families, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

The SEND link Trustees

The SEND Trustees will:

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

The Headteacher

The Headteacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class including those with SEND
- 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

Managing provision

Provision is decided and managed by the Class Teacher and the SENCO, depending on the child's needs. We offer a variety of provision for children with Special Educational Needs. These include Speech and Language Therapy, social groups and fine motor support. We also offer writing and spelling interventions, reading, phonics and maths intervention groups for children that need extra support. There are many resources to help children access learning, for example; pencil grips, individual reward/behaviour systems, reflection areas to calm down, coloured overlays, iPads, apps and practical resources in maths.

Pupil Progress

The progress and attainment of all pupils is monitored on a half termly basis and is reviewed by the Class Teacher, SENCO and a member of the Senior Leadership Team. In addition to this, the progress of children on the SEN register is monitored and reviewed regularly through ongoing review of intervention support provided. This is overseen by the SENCO, but all those working with children will monitor and reflect on progress, this will include LSAs and Class Teachers.

Adequate progress is defined as that which:

- narrows the attainment gap between the pupil and their peers
- prevents the attainment gap increasing
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the pupil's previous progress rate
- ensures full curricular access
- shows an improvement in self-help, social or personal skills
- shows improvement in the pupils' behaviour.

Exit

Children will be removed from our SEN register when school is satisfied that their progress and attainment is at a level which is considered appropriate to their age group. At this point children will be closely monitored to ensure that progress is maintained.

Supporting pupils and families

We firmly believe in developing a strong partnership with families and believe that this enables children and young people with SEN to achieve their full potential. Lanesend Primary School recognises the families key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise, pupils will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to pupils to allow them to engage, at an appropriate level, in the process.

The school will assist families in accessing support from external agencies where this may be appropriate.

Supporting pupils at school with medical conditions

Lanesend Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Whilst a medical condition does not mean a child will automatically be placed on the SEN register, some may experience SEN. In these instances, the child may already have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the Code of Practice (2015) is followed.

The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See our policy for supporting Pupils with Medical Conditions for more detailed information.

Monitoring and evaluating provision

The SENCO monitors the movement of children within the SEN system in school and provides staff with termly summary reports of the impact of current provision and policy. The SENCO is involved in supporting teachers and in drawing up Individual Educational Plans for children and supporting the teachers to arrange intervention groups.

The quality of provision offered to all pupils with SEN is continuously monitored through ongoing daily, weekly, termly and annual reviews.

The Senior Leadership Team holds half termly Pupil Progress Meetings with class teachers, which focuses on individual children and whole class matters relating to progress.

Training and resources

Training needs are met through a number of different means. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated
- The SENCO attends CPD sessions through external providers
- All staff have CPD sessions relevant to SEN provision and we run an in house CPD programme for our LSAs, ensuring relevant training and information is provided
- Staff have access to online training resources for their own personal CPD
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils
- Opportunities are taken for relevant CPD to be provided by outside agencies. We have a number of resources that staff can draw upon to assist in delivering support to children with SEN. Resources are continually reviewed and updated to reflect the current needs of the children within our setting
- The SENCO will regularly utilize time during development days and teacher meetings to reinforce the SEN strategies and protocols within the school in order to ensure relevant provision

Admissions

Our Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEN and have due regard for the practice advocated in the Code of Practice, in that, "All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (Code of Practice 1:33)

Reviewing the policy

This policy will be reviewed every 3 years. However, interim reviews may be carried out should it be considered necessary in light of any relevant information, including changes in DfE statute and/or guidance.

Accessibility

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

Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Lanesend Primary School are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

Bullying

Lanesend Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place in our school, we act immediately to stop any further occurrences of such behaviour.

Complaints

Complaints about SEN 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 SEN 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