

Lethbridge Primary School

Special Educational Needs Policy

SENCO – Mrs E Corp NASENCO award pending ecorp@lethbridgeprimary.co.uk

Inclusion Manager and SLT member – Mrs L Mayes

This policy complies with the statutory requirement laid out in the SEND Code of practice 0-25 (May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 years May 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sep 2013
- Safeguarding Policy
- Accessibility Plan

This Policy should be read in conjunction with Lethbridge Primary School's Contribution to the Local Offer.

Lethbridge Primary School values each child as an individual and is committed to enabling every child to achieve their full potential through promoting an inclusive ethos. Every teacher is a teacher of every child, including those with SEN. We aim to develop and extend each pupil's academic, social and physical capabilities, to enable them to have a sense of achievement and become productive members of the school and the wider community in which they live. The school strives to ensure that pupils with special educational needs and disability receive a broad and balanced curriculum as far as is compatible with the efficient education of other pupils.

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.

(Section 6.15 of the SEND Code of practice 2014)

A child's Special Educational Needs (SEN) may be a result of difficulties in communication and interaction; cognition and learning; social, mental and emotional health, sensory and physical development or a combination of these. The school offers a graduated response to these needs. These four broad areas of need give an overview of the range of needs that are planned for. The purpose of identification is to ensure that the school makes informed decisions about any provision that is required to best meet a pupil's needs. All aspects of the pupil's learning profile will be considered and parents and the pupil themselves fully involved in this process.

It is important that it is recognised that many other factors, not just SEN, can impact pupil progress and achievement such as attendance and punctuality, health and welfare, EAL (English as an Additional Language).

Lethbridge School aims to:

- Meet and respond to all children's needs through quality first teaching, differentiated for individual pupils, and effective provision and intervention.
- Identify children's needs as soon as possible
- Create an atmosphere of encouragement, self-confidence and motivation
- Raise the aspirations and expectations for all pupils with SEN
- Ensure there is a focus on outcomes for pupils through using a person centred approach matched to individual need.
- Provide full access to a broad, balanced and relevant curriculum, including Early Years Foundation Stage and National Curriculum
- Make provision for all children to receive the support best suited to their needs within the constraints of the available resources
- Meet parents three times a year, usually through regular parents' evenings but also through individual appointments whenever appropriate or necessary.
- Use a person centred approach, working in partnership with parents or carers and the pupil themselves, seeking their views and recording these and taking them into account when planning provision
- Review interventions through a Provision mapping system in September, January and April to assess their impact and monitor each child's progress
- Work closely with all agencies concerned to achieve a multi-disciplinary approach to resolving issues and achieving outcomes.

Identification of children with Special Educational Needs may be through:

- Liaising with previous educational establishments, including nurseries and preschools.

- Information received from outside agencies such as the community paediatrician
- Assessment against Development Matters in the Early Years Document.
- Termly assessments in reading writing and mathematics are used to monitor all children's progress
- Concerns may be raised by the class teacher using regular assessment of daily lessons, direct questioning and quality first teaching
- Concerns that a child fails to close the attainment gap between themselves and their peers
- Concerns raised by parents.

The Graduated Approach:

- SEN support takes the form of a four-part cycle *Assess; Plan; Do; Review*. This is known as the graduated approach.
- *Assess*: A variety of methods, depending on the age of the pupil and the area of need, will be used to make assessments to give objective information about a pupil and any difficulties they may be having. These assessments will be in line with the school's assessment policy such as the termly progress meetings which are held between classteachers and senior Leaders where pupils who are not making expected progress are identified.
- *Plan*: The information gathered during the assessments will be used to plan an individual appropriate programme of intervention for each pupil. Targets in the form of outcomes will be set.
- *Do*: Interventions take place – these can be in the form of targeted focus in lessons in the classroom, small group work, a specific programme followed out of the classroom, 1:1 individual targeted work, adjustments to the environment or provision of specific resources.
- *Review*: The pupil's progress is reviewed against the target outcomes set and further assessment may take place, thus the cycle begins again.
- Through the above process earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Referrals to relevant outside agencies can be made during any part of the process and an Early Help Record may be used to help gather information and support recording of plans and outcomes.

Roles and Responsibilities

- **Governing Body**
- Governing bodies have a statutory duty to ensure that where a child has special educational needs their parents or carers are notified and the necessary provision made available.
- **Head Teacher**

- The head teacher has responsibility for the day-to-day management of provision for children with SEN. He or she will keep the governing body fully informed. At the same time, the head teacher will work closely with the SENCO.
- **Special Educational Needs Coordinator (SENCO)**
- The SENCO, in collaboration with the head teacher and governing body, helps to determine the strategic development of the SEN policy and provision in school. The SENCO takes day to day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The Inclusive Learning Leader also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

Responsibilities may include:

- ◆ overseeing the day to day operation of the School's SEN policy
- ◆ coordinating provision for children with special educational needs
- ◆ liaising with and advising fellow teachers
- ◆ overseeing the records on all children with special educational needs
- ◆ liaising with the parents or carers of children with special educational needs.
- ◆ contributing to the in-service training of staff
- ◆ liaising with external agencies including the Local Authority's (LA's) support and educational psychology services, health and social services and voluntary bodies.

The governing body and head teacher will give careful thought to the SENCO's timetable in the light of the Code and in the context of the resources available within the School.

Admissions

At Lethbridge Primary School we welcome all children, whatever their needs and abilities.

The School's admissions policy is guided by the Education Act 1996 where there is a clear expectation that pupils' with special educational needs will be included in mainstream schools.

The school will admit pupils with already identified special educational needs, as well as making provision for pupils not previously identified as having SEN.

The School may not refuse to admit a child because they feel unable to cater for their special educational needs, notwithstanding the Code of Practice statement:

it may not always be possible to take reasonable steps to prevent a mainstream place being incompatible with the efficient education of others.

The School will treat children with special educational needs but without a statement, as fairly as all the other applicants for admission.

Where Lethbridge Primary School is named in a child's statement of special educational needs, it has a duty to admit the child to the school

From September 2001, subject to certain very limited exceptions, no infant class containing 5, 6 or 7 year olds in a maintained school may contain more than 30 pupils with one qualified teacher.

Exceptions include:

- ◆ *children attending mainstream lessons who are registered at a special school or are normally educated in a SEN unit*
- ◆ *a pupil who is admitted outside the normal admission round to an infant class in a mainstream school and has a statement of SEN naming that school may be admitted as an exception for the remainder of the academic year of admission.*

Access Facilities

- ◆ Improvements to the environment and its accessibility for pupils and all members of the School community are included in the development plan for the remodelling of the School site and will be in accordance with the recommendations found in the Disability Discrimination Act 2005 'Schools Access Initiative' strategy and the Disability Equality Act 2020.

Resources

- ◆ The learning environment and the organisation of support for children with special educational needs are determined by the availability of resources, both human and material.
- ◆ The School will ensure that children with SEN will benefit from funds allocated to them in a range of ways; for example through the provision of additional staffing, or books, materials and equipment.
- ◆ It is at the discretion of the governing body as to how the money is allocated. Ways in which children with SEN have benefited will be recorded on the School's Provision Mapping system.
- ◆ Where the School receives delegated funding from the LA to meet the 'exceptional needs' of some SEN children, the governing body will ensure that these funds are used appropriately. They recognise that they will be required to account for how this additional funding has been spent to support these children.
- ◆ Human resources in the form of Teaching Assistants are present in both key stages. Their deployment in relation to SEN is dependent upon the special educational needs of individual children, the allocation of external SEN funding and the restrictions of the School budget.
- ◆ Provision for individual pupils will be determined on achieving desired outcomes, not allocation of hours of Teaching assistant support.

Identification and Assessment

Lethbridge Primary School recognises the importance of early identification, assessment and provision for any child who may have a special educational need. The earlier the action is taken, the more responsive the child is likely to be and the more readily intervention can be made without undue disruption to the organisation of the School.

The School relies upon the professional expertise of their teachers to identify such children within the normal classroom setting.

The School recognises the continuing importance of the maintenance of a Special Needs Register.

The School will keep and regularly update a SEN register and in so doing respect the rights of parents and children to confidentiality.

Keeping a register will:

- ◆ allow the School to show at a glance all the children identified as having a special educational need
- ◆ signal that for each of these children there is some additional documentation showing what action is being taken
- ◆ provide statistical information on the numbers of children at each stage of the Code of Practice for Special Educational Needs
- ◆ be used to compile information and provide useful comparative data against which the School could measure the success of its performance
- ◆ provide accurate information, which can guide school development planning for special educational needs and provide a prompt for targeting INSET initiatives.

In accordance with the Code of Practice the School will endeavour to transfer all records for all pupils within 15 days of a child ceasing to be registered at the school.

Partnership with Parents and Carers

Lethbridge Primary School values a successful partnership with parents and carers of children with special educational needs and recognises the important implications for the child's educational progress.

The Home School Agreement will be an aspect of this partnership.

The School will record and act upon concerns expressed by parents and carers.

The School encourages their staff to be mindful of the pressures a parent or carer may be under because of the additional emotional and physical needs of their child

Parental or carers' views will be sought in assessment, decision making and subsequent provision reviews.

The School will respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.

The School will strive to ensure that parents and carers understand procedures, are offered support in preparing their contributions and are given documents to be discussed well before meetings.

The School respects the differing needs parents themselves may have, such as a disability or communication barrier and recognises the need for flexibility in the timing and structure of meetings.

The School will make arrangements to help parents and carers feel confident and comfortable during discussions concerning their child's SEN.

The School will endeavour to provide information on services provided by the LA and other national and voluntary organisations that provide advice and counselling on SEN issues.

The School will ensure parental and carer access to the SEN policy.

Partnership with Pupils

'Children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child'.

See Articles 12 and 13, the United Nations Convention on the Rights of the Child

Lethbridge Primary School believes that it is beneficial for all children to be involved in making decisions right from the start and the ways in which they are encouraged to participate should develop to reflect their evolving maturity. It is aware of the particular importance of the right of children with special educational needs to be involved in making decisions and exercising choice.

The School recognises that children with SEN may experience feelings of confusion, anxiety or stigma and will need advice and support in order to become an active participant in any programme of intervention proposed by the School. One Page Profiles and All About Me proformas are used to support the seeking of pupil views.

Pupil Participation at Review Meetings

The review meeting is a forum in which pupil progress is discussed and decisions made about future targets, resource requirements and placement. It is considered that as far as possible and practical, all children should have the opportunity to contribute to the discussions which take place. Some children with severe learning and physical difficulties may not be able to communicate their wishes or feelings in any formal way, but should be encouraged throughout their lives to make relevant choices. Others may exhibit behaviours that would interfere with the review meeting and consequently their presence may be counterproductive. Many other children are perfectly capable of presenting a view and therefore should be involved in review, where as much as possible is conducted through them. In other words, they should not be 'talked about' while they are present, but be active participants. In some cases there may be very sensitive issues that probably need to be discussed without the child being present. It may be, for example, that a parent will refuse to attend if the pupil is present.

Partnership with the Support Services

Lethbridge Primary School recognises the important role the support services play in helping to identify, assess and make provision for children with special educational needs.

The Children Act 1989 and the Education act 1996 encourages professionals, social services departments, specialist LA support services, and other providers of support services to provide multi-disciplinary approach for children with special educational needs. This was reinforced by The Children's Act 2004, Every Child Matters: The next steps, Published 2004.

The School needs to be aware of the full range of local services provided by the support services.

The School will ensure that where a child is 'looked after' by the local authority both the child's social worker, and where possible the parents are fully involved in their child's education and all the processes relating to their educational needs.

The School uses the support services in accordance with LA provision and will buy in additional services according to pupil needs.

Inset

The School aims to promote cross-fertilisation of ideas and strategies to and from colleagues to support good practice in SEN.

Where provision and resourcing is available the School will further the professional development of the SENCO, teachers, support staff and governors by providing relevant INSET within school and supporting their attendance on courses organised by outside agencies.

Publicised SEN courses will be brought to the attention of the appropriate staff by the head teacher and the SENCO.

Support staff will be encouraged to participate in nationally recognised training to enhance their skills and consolidate their role as a valued professional.

Guidance will be sought from experts to provide targeted advice on specific areas of SEN.

The SENCO will provide opportunities for all staff to seek regular advice and discuss the special educational needs of individual children.

Written October 2015

Approved by Governors November 2016

To be reviewed November 2017