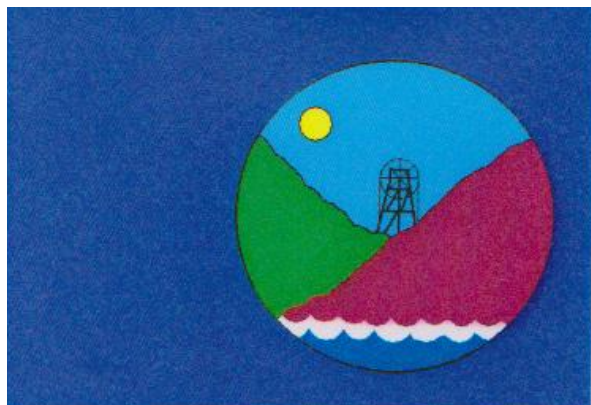


# Lingdale Primary School



## **Special Educational Needs (SEN) Policy**

**Updated January 2018**

The effectiveness of our policy will be revised annually by the SENCO in conjunction with the Head Teacher and shared with Staff and the Governing Body to ensure that it reflects our current practice and any local or national developments.

Ratified by Governing Body:- .....MARCH 2018 .....

Review date :- December 2020

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**Definitions of Special Education Needs (SEN) taken from section 20 of the Children and Families Act 2014**

*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 them. 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 schools 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.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

New legislation (The Children and Families Act 2014) enacted in 13 March 2014 comes into force from 1 September 2014 as does a new SEN Code of Practice which accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new **Education, Health and Care (EHC) Plan**. These plans are to be jointly created with input from schools, health professionals and care professionals as well as parents and young people.

The **SEND Local Offer** is a resource which is designed to support children and young people with Special Educational Needs and/ or disabilities and their families. It describes the services and provision that are available both to those families in Redcar and Cleveland that have an EHC Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, Health and social care as well as those provided by the private, voluntary and community sectors.

## **Mission Statement**

- Lingdale Primary School actively seeks to include children from all cultures and backgrounds, including disabled children and those with Special Educational Needs, in accordance with our Single Equality Policy
- Children with Special Educational Needs have a right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2014
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability.
- All pupils should feel respected, in order that their self image and self esteem is enhanced, in a safe and happy environment.
- The feelings and opinions of children are important and valued.
- Parents/ carers have a vital role in supporting their child's learning.

## **1. Aims and objectives**

### **Aims**

Lingdale Primary School aims to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- The staff and Governing Body support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-ordinating all that we do for the benefit of all children.
- We believe in fully including all children.
- We recognise that all children may have Special Educational Needs at some point in their education. We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/ carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- Wherever possible, we aim to share learning objectives with all children, including those with Special Educational Needs, to involve them in evaluating their progress and setting new targets.
- We aim, through interventions and support, to close the gaps in learning with their peers, for the children on the Special Needs register.

## Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services.
- **Monitor the progress of all pupils in** order to aid the identification of all pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO (Mrs Carly Jones) and class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are being catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. We believe that children do their best when staff and parents/ carers work together. Parents/ carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings and Parental Consultations and are always welcome to contact us with any concerns about their child's progress. We will support them in terms of understanding SEN procedures and practices.
- **Work with and support of outside agencies** when the pupil's needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in the decision making but also encouraged through wider opportunities for participation in school life (e.g. membership of School Council). Whenever appropriate, children's opinions and view will be sought. Pupils with SEN will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be taken into account when planning their learning. Children will always be given time if they need to talk through any anxieties or concerns they have.

## 2. Responsibility for the co-ordination of SEN provision

The person responsible for overseeing the provision for and co-ordinating the day to day provision of education for pupils with SEN is the SENCO, in conjunction with the Head of school (Mrs Sarah Thornton) and the Executive Head Teacher (Mrs Sara Maccallum).

**SEN Provision is a whole school responsibility. Responsibility is shared as follows:**

### **Head of school and Executive Head:**

- Have regard to the SEN Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in service planning for Governors, teachers and teaching assistants
- Decide on class organisation and pupils groupings with staff
- Monitor data analysis and report back to Governing Body
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils with SEN

### **Governing Body**

- Determine school's general policy
- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the SEN Code of Practice in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Work with the Governing Bodies of other schools in the area where necessary to co-ordinate special educational provision
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included
- Organise a timetable of Teaching Assistants (TA) support and work out costings. Adjust timetable throughout the year to respond to need and effectiveness of intervention strategies.
- Monitor the effectiveness of Teaching Assistants and support when necessary

### **SENCO**

- Ensure a consistent whole school approach to special needs
- Ensure that relevant background information about individual children with SEN is collated, recorded and updated
- Maintain the upkeep of an appropriate SEN register and review when necessary (at least termly)
- Seek advice and support and liaise with outside agencies and with other SENCOs
- Maintain a provision map to show who is being supported and how
- Monitor the impact of intervention strategies and act upon the findings
- Arrange formal reviews twice a year or when necessary and ensure completion of appropriate Individual Education Plans (IEPs)
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Write Higher Level Need and Additional Family Need bids when appropriate and attend family moderation meetings
- Complete transfer forms for those children at the end of Year 6 and who are on the SEN Register, in liaison with Y6 staff
- Liaise with SENCOs at secondary schools to ensure a smooth transition for pupils.
- Monitor the use of, maintain and develop SEN resources
- Liaise with parents and other agencies at formal and informal meetings
- With the Head Teacher, co-ordinate the support of external agencies

- Contribute to the in service training of staff
- Ensure parents/ carers are made aware of the Department of Children and Young People's Services (DCFS) published materials concerning special educational needs

### **Class teachers:**

- Take responsibility for the needs of all their pupils
- Ensure planning is fully inclusive
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with SENCO, TAs, parents/ carers and children to provide appropriate provision
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Complete notes for and be involved in review meetings with families and SENCO
- Implement in class support and differentiate teaching
- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- Ensure support staff have copies of planning in advance
- Show care and concern through a flexible and positive attitude when dealing with pupils with SEN and the difficulties which these children may encounter
- Where appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs
- Liaise with the new class teacher in school, and where children move school, regarding needs, IEPs and involvement of other agencies

### **Teaching assistants:**

- Liaise with class teachers and SENCO to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with class teacher to write appropriate IEPs
- Support children to achieve their targets
- Implement interventions, monitor their impact and feedback to the class teacher (and SLT)
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
- Work alongside SENCO and class teacher to make sure that all pupils needs are met, including physical and care needs

### **Other staff in school:**

- It is the responsibility of all staff in school to make sure all children feel included. All staff should be aware of the school's aims and help to create a positive learning environment for all.
- Where necessary, staff may need training to help with this, e.g. behaviour management training for lunchtime supervisors

### **External agencies:**

All staff have a responsibility to work with other agencies. There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms.

Other agencies include:

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Behaviour Support

- Learning Support Service
- Educational Psychologist Services
- Speech and Language Therapy Service
- Physical Disability Support Service
- School Nurse
- Sure Start
- Children's Social Care
- Children and Adolescent Mental Health Service (CAMHS)

### **3. Arrangement for co-ordinating SEN provision**

The SENCO will monitor the records kept for all pupils on the school SEN register. Records will include details of all SEN Support records such as provision maps, IEPs, Structured Conversations etc and are kept in a locked cupboard.

#### **All staff can access:**

- Lingdale Primary School SEN Policy
- A copy of the full SEN register, provision map and tracking information
- Guidance on identification in the Code of Practice (SEN Support and pupils with EHCP)
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Redcar and Cleveland's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up to date information about all pupils with SEN and their requirements which will enable them to provide for the individual needs of all pupils.

### **4. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with an EHCP and those without.

#### **Transition**

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year, the class teachers hold meetings with the children's new teachers. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc. TAs also pass on information about any targeted children that they have been working with.

#### **Transfer to secondary school**

The SENCO at Lingdale Primary School liaises with the SENCOs of local secondary schools as well as pastoral staff is appropriate.

In the summer term we may arrange extra transition visits to secondary schools if this is thought to be helpful and supportive for the individual child. This gives the child opportunities to meet staff, familiarise themselves with the support available and also with the routines of their new school before they move on.

Transfer forms are completed by the SENCO/ class teacher and relevant documentation is transferred indicating the child's needs and placement on SEN register, relevant assessments and the nature of current support. The SENCO informs secondary schools of any children with specific learning difficulties and if any special arrangements have been made at KS2 SATs.

## **5. Specialist SEN provision**

Lingdale Primary School has a number of children on the SEN register throughout school. This number is regularly monitored and reviewed to ensure that all children are achieving their potential.

We are committed to whole school inclusion.

## **6. Facilities for pupils with SEN**

### **Building**

The school has been partially adapted to accommodate children with a physical disability. We have a purpose built disabled toilet. There are also ramps to leave the school building onto the school yard from the Key Stage 2 cloakroom and from the main school hall.

### **Curriculum access**

Strategies to support children with SEN to access the curriculum include:

- Differentiated planning
- Preparing children before lessons
- Using technology and other supporting resources
- Adult support
- Specific interventions

Children may also receive extra time and/or an adult reader for SATs if they meet the criteria set.

## **7. Allocation of resources for pupils with SEN**

All pupils with SEN will have access to Element 1 and 2 of a school's budget. Some pupils with SEN may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through application to a multi agency panel which is administered by the Local Authority who determines whether the level and complexity of need meets the threshold for this funding. The SENCO and Head teacher will allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Teaching Assistant support within the classroom as part of a small group
- Teaching Assistant support outside the classroom as part of a small group
- Teaching Assistant support on a one to one basis in the classroom
- Teaching Assistant support on a one to one basis outside the classroom
- Assistive technology



- Software
- Intervention packages
- Staff training
- Specialist staff brought in (e.g. Counsellors. Speech Therapists)

The Head teacher and SENCO need to ensure that children with SEN who are entitled to the Pupil Premium have funding allocated appropriately to support their needs and to close the gap with non Pupil Premium children.

## 8. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy.

### A graduated approach:

#### Quality First Teaching

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (d) it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- Termly Pupil progress meetings between the class teacher and SENCO are used to monitor and assess the progress being made in each class.

### SEN Support

Where it is determined that a pupils does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and/ or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO and Senior leadership team – Sara McCallum, Sarah Thornton and Carly Jones.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for Education Health and Care Plan (EHCP)**

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 needed.

The decision to make a referral for a EHCP will be taken at a progress review.

The application for a EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to a EHCP.

### **Education, Health and Care Plan (EHCP)**

- a) Following Statutory Assessment, an EHCP will be provided if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHCP. They may also appeal against the school names in the Plan if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Provision and interventions for children with SEN as well as other groups (e.g. Pupil Premium children, Looked After Children etc) This information can then be used by the SLT and SENCO to provide whole school provision maps.

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the SEN of any pupils in their class, including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for all staff on the subject of SEN and effective teaching. Strategies should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure individual or group tuition is available where it is felt that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

## **10. Inclusion of pupils with SEN**

The SENCO and Head Teacher oversees the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior leadership team and curriculum leaders together with the SENCO within school to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. We will also make any reasonable adjustments to ensure that all children can access school visits and extracurricular activities.

The school will seek and act upon advice, as appropriate, from external sources such as Learning Support Services, Behaviour Support Services, Educational Psychologist, School Nurse etc.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils. Staff make ongoing assessments as well as using a variety of assessment tools. We also meet regularly with parents at Parental Consultations. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice by the Head Teacher and this information is then shared with staff.

A Whole School Provision Map showing the interventions and support offered to pupils is used to monitor the effectiveness of interventions to support children with behavioural, emotional and social difficulties as well as academic interventions and support.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the Head teacher, SENCO and SLT and information is gathered from a range of sources.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to a senior member of staff who will try to resolve any difficulties and also advise on formal procedure for complaint. The Head Teacher and SLT will aim to resolve any complaints as soon as possible.

Executive Head Teacher: Sara McCallum

School Lead: Sarah Thornton

SENCO: Carly Jones

SEN Governor: TBC

Lingdale Primary School Complaints Policy is on the school website or available, on request, from the school office.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- SENCO attends termly meetings with other SENCOs
- Use of expertise from other schools in the East Cleveland Co-operative Learning Trust

## **14. Links to support services**

Lingdale Primary School continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when it is necessary:

- Schools and Families Support
- Early Years Support
- Behaviour Support
- Learning Support
- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse/ Health Visitor
- Occupational health
- Physiotherapy
- Parent Partnership
- Sure Start

## **15. Working in partnership with parents**

Lingdale Primary School believes that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively.

We believe that children do their best when staff and parents/ carers work together. Parents/ carers have a unique knowledge of their child and we encourage them to share this information with the class teacher.

Parents/ carers are invited to regular meetings and to contribute to their child's IEP.

Parents/ carers are kept up to date with their child's progress through parental consultations, review meetings and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the pupil's needs. Parents/ carers may also be signposted towards other agencies (such as Parent Partnership) which may offer specific advice, guidance and support.

If an assessment or referral indicates that a pupil has additional learning needs the parents/ carers and pupil will always be consulted with regards to future provision. Parents/ carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **16. Links with other schools**

As well as being part of the East Cleveland Co-operative Learning Trust, Lingdale Primary School also has links with many other schools in the locality. This enables us to build a bank of resources and to share advice, training and development activities and expertise.

## **17. Links with other agencies and voluntary organisations**

Lingdale Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCO is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Speech and Language Service
- Learning Support Service
- Behaviour Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focussed meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over riding safeguarding issues.

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Policy updated.....January 2018

Agreed by Governing Body.....

Review date.....January 2020  
(Policy to be reviewed annually)