

Lancasterian Primary School

Special Educational Needs and Disability Policy 2019



| Version No. | Date | Approved by | Review Frequency | Review Date |
|-------------|------------|-------------------|------------------|-------------|
| 4 | March 2019 | Governors 14.3.18 | Yearly | March 2020 |

This policy takes full regard of the SEND Code of Practice 2015

SENCO: Angela Fitzgerald- who holds the National SENCo Award, is also the Assistant Head for Inclusion and a member of the SLT Team.

Contact with the SENCO should be made through the school office: 020 8808 8088, inclusion@lancs-pri.haringey.sch.uk

Compliance

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

- Equality Act 2010: advice for schools DFE (February 2013)
- SEND Code of Practice 0 –25 (2015)
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school’s SENCO in consultation with the school’s SEN Governor, parents and school staff reflecting the SEND Code of Practice 0 –25 (2015) guidance.

SECTION 1

All children are individuals and have varying needs throughout their time at Lancasterian Primary School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 –25 (2015) class teachers are responsible for the learning and progress of all children. The school’s SENCO supports teachers and pupils with additional provision and strategies to ensure all pupils make progress.

This policy includes children who have significantly greater difficulty in learning than the majority of children of the same age and those with a disability where any special provision needs to be made.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs, e.g. hearing impairment, communication difficulties, physical disabilities. Those who have additional needs will be encouraged to develop their strengths, take responsibility and be helped to become as independent as possible.

SECTION 2 – Our Aims and Objectives

Aims:

At Lancasterian Primary School, we offer an inclusive learning environment and culture to help all of our pupils make the best possible progress, whatever their needs or abilities. Our guiding principle is one of inclusion and we aim to provide high quality (quality first) teaching for all our pupils. This includes appropriate differentiation and scaffolding in lessons and identification of any barriers to learning that may hinder progress. Inclusion does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress. In managing the identification, planning and supporting and teaching of children with SEND, we follow the Governments revised SEND Code of Practice (April 2015) and follow the principles outlined below:

- We value all children in our school equally
- All teachers are teachers of children with Special Educational Needs and Disability
- Teaching and approaches which are deemed good or outstanding for children with SEND is good for all children
- All children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities
- Pupils with SEND have a unique perspective on their needs and should be central to all decision-making processes concerning their support
- Parents bring insights and context to our understanding of children with SEND. We seek to work in partnership with home in order to ensure a child is happy at

school and because strong home school links can facilitate greater progress and success for the child

Objectives:

With these principles and the Code of Practice in mind the school is working to achieve these broad objectives:

1. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
2. To ensure that the child’s voice is at the heart of every decision that is made about their educational provision.
3. To provide support and advice for all staff working with special educational needs pupils.
4. To identify and provide for pupils who have special educational needs and additional needs.
5. To ensure that children with SEND can access a broad, balanced and differentiated curriculum.
6. To ensure that children with SEND are not held back by their learning difficulties or disabilities.

SECTION 3 –Identification of Need

The National Code of Practice defines special educational needs as:

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.

Code of Practice 2015 p285

This definition means that children at Lancasterian Primary School are considered to have Special Educational Needs if they have a disability or learning difficulty which significantly impacts on their learning in comparison to other children in a national context.

Four Broad Areas of Special Educational Needs

There are four nationally recognised areas of special educational needs, these help to plan for a child, but should not be used to label or pigeonhole children.

- Cognition and Learning
- Communication and Learning
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

What does not constitute Special Educational Needs

Children are not regarded as having a learning difficulty solely because their home language is different from English.

Challenging behaviour is no longer seen as a recognised need, though it may point to an underlying social, emotional or mental health issue. It is important to identify why a child may be presenting with such behaviours.

All children can make progress at different rates. A sudden lack of progress would not be deemed as warranting admission to the special needs register, unless there is a continued stagnation in attainment across Literacy and Numeracy over time.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Code of Practice 2015

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

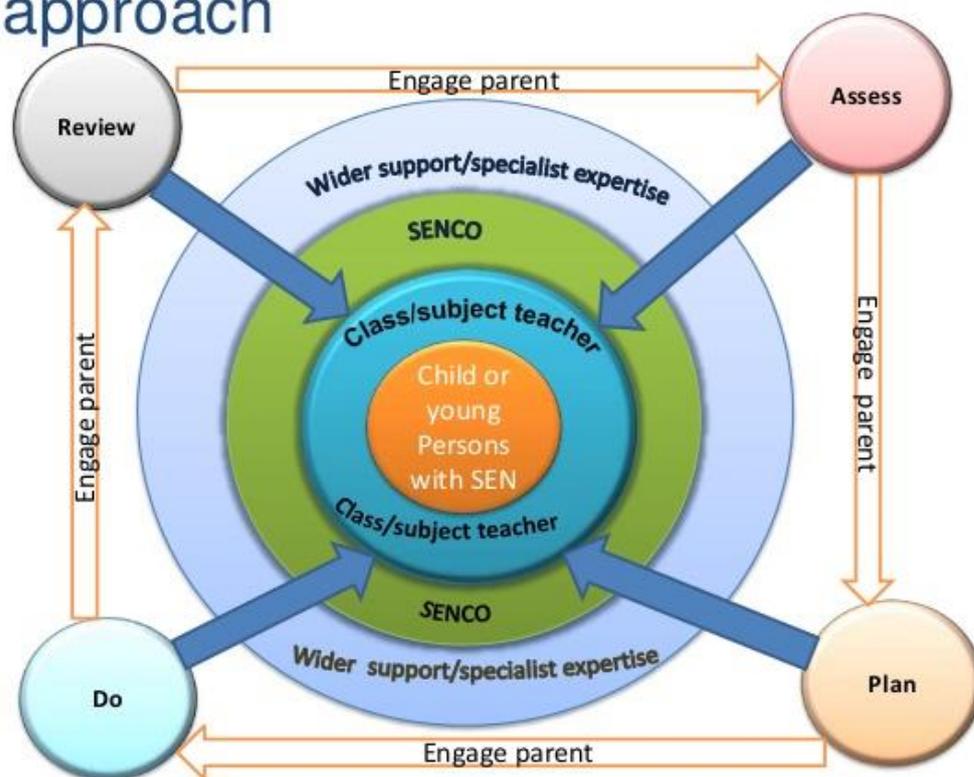
The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children
- Responding to pupils' diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will use the graduated response as laid out in the SEND Code of Practice 0–25 (2014) as follows:

3. The reform vision: A whole school approach



Using teacher’s assessments and information gathered from outside agencies and other support staff, the SENCo and/or class teachers and parents will meet termly to discuss the provision needs of the pupils in their class at Universal, Targeted and Special Support levels. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional resilience demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home. Where these meetings identify children making less than expected progress for their age and individual circumstances, “characterised by progress which:

- 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”

SEND Code of Practice 0 –25, 2014, p95

The SENCO and class teacher will consider Targeted Support regardless of whether they

are deemed to have SEND. A pupil will be deemed to have Special Educational Needs “where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

SEND Code of Practice 0 –25, 2014, p94

A pupil’s Special Educational Need will be identified in discussion with parents and, where appropriate, with pupils. At Lancasterian Primary School we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils’ needs will only become evident as they develop.

SECTION 4 – The Graduated Approach to SEN Support

Pupils at our school experience teaching which is differentiated to account for the breadth of needs within each class. However, there may be some children who do not respond to such teaching and if this continues over time, then they may warrant being placed on the register for Special Educational Needs.

6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Code of Practice 2015

The process of identification of Educational Needs

The process below is based on the Assess, Plan Do Review Cycle from the SEND Code of Practice 2015 p86. If a teacher has concerns about a child, they should begin by discussing this with the SENCO. The child will then be recorded as being monitored on the school Monitor Register.

The teacher will be issued with a SEND identification form, with the expectation that this should be completed over a half term. The teacher and the SENCO will meet again at an agreed date in six weeks’ time to look at the evidence collated and the effects of differentiation set in place by the class teacher. At this review meeting a decision will be made as to whether to place a child on the special need register or to continue with quality first teaching.

If a child is deemed as needing to be placed on the SEND register, then parents will be informed at a planning meeting with parents and the SENCO.

Evidence looked at in identifying special needs:

- Termly assessments in Literacy and Numeracy
- The child’s Work books
- Classroom observations/ photographs with commentary

- SEND Checklists/ Screening tools to identify possible areas of need and disability
- Specific assessments of spelling/ key words/ multiplication tables/ number bonds
- Views from parents or carers

The school use the **ASSESS –PLAN –DO –REVIEW** model outlined in the SEND Code of Practice 0 –25 (2014).

Where a child has been identified as have SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil.
- They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupils.
- The class teacher and SENCO will meet to discuss the individual needs of the child and to discuss possible strategies and intervention programmes to support the child at least termly.
- The Class Teacher and/or SENCo will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on a Pupil Review Sheet / Pupil Passport or an Individual Education Plan (IEP). This will be reviewed on a termly basis.
- The SENCO will deploy appropriate support through intervention programmes or individual support from the Interventions Team and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the child.
- The SENCO will keep records of the progress made through interventions.
- The class teacher will use formative assessment strategies to monitor progress made towards targets and adapt where necessary.
- Following review meetings between teachers and parents, the SENCO will review the impact of interventions and strategies used to date. Where adaptations are required the SENCO and class teacher will discuss these and make adjustments to the provision. It may be decided that further investigation is required by the school SENCO in identifying specific difficulties whereby in a referral may be made using a single agency referral form to outside agencies.
- An Early Help Assessment will also be requested where assessment for an EHCP (Education and Healthcare Plan) is required

- All forms of intervention begin with an entry assessment and end with an exit assessment allowing for direct comparison thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

SECTION 5 – Managing Pupils Needs on the SEND Register

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed half termly following the meetings and information gathered with class teachers/support staff.

All pupils on the SEND register will also be categorised by the level of support received: either SEN Support or Education Health and Care Plan (until 2018 this may also include the category Statement).

A pupil categorised as receiving SEN Support may only be supported by school via the Pupil Review/Pupil Passport or IEP or they may have involvement from an external agency

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding, the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may also make their own request for assessment for an EHCP.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

SECTION 6 –Supporting Pupils and Families

Information on local support for families of pupils with SEN can be found on Haringey's website www.haringey.gov.uk (Click Link to Children and Families and Children with SEND – local offer).

The school works with a variety of external agencies to ensure children and families receive the support they need. At points of transition (i.e. between classes or moving from nursery to primary school, or primary school to secondary school, or between primary schools), the school offer additional support to parents of pupils with SEND: the SENCO can, where necessary, support parents to visit alternative settings, e.g. special schools or secondary schools, to discuss their child's specific requirements. Pupils may also be offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes.

SECTION 7 –Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school 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. Some children may also have SEN and may have an EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0–25 (2014) is followed.

SECTION 8 – Monitoring and Evaluation of SEND

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy:

The Governing Body will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENCo at least once a year to consider the following success criteria:

- The effectiveness of the school in meeting all children’s SEN
- Any child’s SEN are identified early
- Intervention programmes comply with best practice
- The wishes of the child are taken into account
- Educational professionals and parents work in partnership
- Review/Pupil passports and IEPs are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEND – measured by e.g. SATs, APP, P-scales, Engagement Profile, Pre-Key Stage Standards, bands and steps
- Numbers of children who move between different levels of the graduated response –including the number who are removed from the Special Needs List

The SENCO:

- observes the Intervention Team to monitor the quality of intervention teaching available. Feedback is given and follow-up observations are used where appropriate.
- line manages the Intervention Team Teaching Assistants or supports their Line manager through appraisal target setting and review
- attends School Improvement meetings to discuss issues arising and to enable whole-school planning for provision
- meets with the Headteacher and Deputy Headteacher to discuss individual pupils and families for whom further action is required.
- monitors the planning for (including weekly plans and IEPs) and scrutinises the books of children who are in receipt of additional provision
- agrees all IEP targets, including strategies and provision, before these are finalised
- monitors books and planning to check IEP targets are being taught

The Headteacher/Deputy Headteacher:

- discusses and agrees the provision map
- monitors and compares progress and attainment of all groups
- line manages the SENCO and holds to account through appraisal target setting and review

SECTION 9 –Training and Resources

Governors will approve the allocation of funds to meet the needs of pupils with special educational needs to the sum of £6000 per child. When a child requires a sum greater than £6000 per year to meet their needs, the SENCO will request assessment by the local authority for an EHCP.

The Intervention Team are a trained team of teachers and TAs who deliver intervention across the school. They have training related to the needs of the pupils they work with to ensure that the quality of intervention reflects best practice.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

The SENCO attends SEND training and SENCo network meetings in order to keep up-to-date with local and national updates in SEND. Teaching and Learning resources are available from the SENCO but are stored throughout school.

The SENCO manages the budget allocated by the governors for SEND consumables.

SECTION 10 –Storing and Managing Information

The SENCO will hold central records relating to pupils with SEND. This will include copies of all Pupil reviews/pupil passports, IEPs, EHCPs, Single Agency Referrals and advice from external agencies. Where appropriate school-based assessments will also be kept. These files will be located in the SENCO's office.

The class teacher will have a SEND folder on the teacher dropbox with copies of Reviews, Pupil Passports and IEP's. They will also have access to relevant documentation including recent advice from external agencies that are kept in the SENCO's office. These records are kept in a file that is stored out of sight in a locked cupboard.

SECTION 11 –Reviewing the Policy

This policy will be reviewed and agreed annually by all stake holders.

SECTION 12 – Accessibility

See the school Accessibility Plan and the schools Local Offer.

SECTION 13 – Roles and Responsibilities

The School staff provision for children with Special Educational Needs is a whole school issue. The class teacher is responsible for each child's learning and fully understanding each child's needs.

*6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
Code of Practice 2015*

All teachers are teachers of children with SEN and endeavour to adapt the curriculum to meet their children's needs. Class teachers work with support staff to ensure individual needs are met. Class teachers directly work with SEN pupils at some time during each day. Learning Support Assistants work with small groups or individuals who have an Individual Educational Plan as planned for and guided by the class teacher. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The SENCO/ Inclusion Manager is responsible for the daily operation of the SEN policy and responsibilities include:

- Co-ordinating all the support for children with SEND
- Developing the school's SEND policy
- Ensuring that you as a parent/carer are: -involved in supporting your child's learning - kept informed of your child's progress -involved in reviewing how they are doing through termly review meetings
- Liaising with professionals from external agencies who will support your child i.e. Speech and Language Therapist, Educational Psychologist etc
- Updating the SEND register and keeping records of your child's progress, needs and support
- Providing specialist support for staff so they can help children with SEND make progress
- Overall responsibility and the day to day management of all aspects of support for children with SEND
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND

SECTION 14 – Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which as

a general rule promotes informal resolution of difficulties before more formal procedures are required. Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for an assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service. In regards to SEND complaints please see information identified on our Local Offer which can be found on the school website.

SECTION 15 – Additional Information

Additional information including frequently asked questions can also be found in the schools SEN Report.