



Special Educational Needs and Disability (SEND) Policy

Rationale

Our school mission statement 'Believe and Achieve' is at the heart of all that we do at Longton Lane. It is this statement that encompasses the vision that we have for Inclusion across the school. We aim to foster an ethos of inclusion which enables all children to Believe and Achieve through the implementation of this policy.

Definitions. (in line with Special Educational Needs Code of Practice)

A child has Special Educational Needs or Disability (SEND) if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which either prevents or hinders the child from making use of the educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- Is under five and falls within the definitions above or would do if special educational provision was not made for the child.

A child is not to be regarded as having a learning difficulty because the language or form of language of the home is different from the language in which he or she will be taught.

SEND provision means for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area.

Our Philosophy.

At Longton Lane Community Primary School, we aim to create an inclusive environment in which all children, including those with SEND, can develop physically, intellectually and emotionally at a rate which is suited to their individual need.

We encourage, in all members of our school, a code of behaviour which promotes consideration for, and tolerance of, others. We believe that every child should feel able to make a valued contribution to school life, so that self-confidence can develop. We do not intend, therefore, to 'label' a child because he/she has a particular need.

We recognise that there is a continuum of additional needs, and a continuum of provision, which may be made in a wide variety of different forms.

We believe that what is good practice for SEND children is good practice for all children. We aim to encourage independence and active learning in all children by creating a stimulating environment which will evoke curiosity and interest, and thus, increase motivation.

We recognise the right of every child to a broad, balanced inclusive curriculum and aim to ensure maximum access to the National Curriculum for all the children in our school. We recognise that the needs of most pupils will be met in the mainstream, without a statutory assessment of SEND or an Education Health Care Plan (EHCP).

The children will be given equal opportunities to progress within the National Curriculum at their pace, whilst working alongside their peers.

We accept that early identification of special needs and subsequent prompt intervention are important. As a staff we aim to share responsibility for identifying and assessing pupils' needs. We aim to ensure access to National Curriculum entitlement by differentiating class work according to individual need or by devising Individual Education Plan (IEPs) or Individual Behaviour Plans (IBPs), thereby catering for the full range of abilities.

We acknowledge the vital importance of parental knowledge, views and experience. Parents, or carers, will be involved at all stages, and their wishes taken into account. We aim to develop a productive partnership between home and school.

We further acknowledge that provision will be most effective when we take into account the wishes of the child concerned, considered in the light of his/her age and understanding.

We aim for close co-operation between all the agencies concerned, and value a multi-disciplinary approach to the resolution of issues.

Roles and Responsibilities.

A. Governing Body - Named Governor: Mr Phil Barker Responsibilities of the Governing Body

The governing body intend to:

- Do their best to secure that the necessary provision is made for any pupil who has SEND.
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the Local Authority (LA) that a pupil has SEND, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND.
- Consult the LA as appropriate and the governing bodies of other schools, when it seems to them necessary or desirable in the interest of co-ordinated SEND provision in the area as a whole.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties towards all pupils with SEND.
- Publish on our website information about the implementation of our school's policy for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their child has SEND.

B Head teacher Mrs L. Speed Responsibilities of the Head teacher

- Day to day management of all aspects of the school's work, including provision for children with SEND.
- Keeping the governing body informed
- Working closely with the school's SENCo / Inclusion Manager

C Class Teachers Responsibilities of the class teachers

- Identifying children with SEND
- Gathering relevant information about the children from all available sources
- Liaising with the SENCo Inclusion Manager/head teacher
- Completing the relevant forms at all levels of SEND including those forms designed to acquire additional funding (Enhanced SEN Support) or provision under a Statement or Education Health Care Plan (EHC)
 - Organising reviews of children with SEND who have Individual Education or Behaviour Plans.
 - Drawing up IEPs/ IBPs in collaboration with the SENCO Inclusion Manager.
 - Monitoring and reviewing progress at all stages
 - Contributing to reviews, including written reports
 - Liaising with external agencies as appropriate
 - Enabling relevant assessments to be gathered at appropriate times of the year.
 - Completing Provision Map for cohort

D SENCo / Inclusion Manager Mrs E. Swain Responsibilities of the Inclusion Manager/ SENCO

- The day-to-day operation of the school's SEND policy / Co-ordinating provision for children with SEND
- Liaising with, training and advising colleagues / Liaising with parents of children with SEND
- Maintaining the school's SEND register and overseeing the records on all pupils with SEND
- Liaising with external agencies
- Conducting SEN Support reviews for those children with enhanced provision, Statement or EHCP
- Assessing children who are causing concern in relation to their progress
- Monitoring the provision of SEND in the school
- Maintaining the School Provision Map

Procedures for Identification, Assessment and Provision for pupils with SEND

The school is committed to early identification of SEND and adopts a graduated response to meeting additional needs in line with the SEND Code of Practice. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the Inclusion Manager in order to decide whether additional and/or different provision is necessary. There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. Pupils who have disabilities but no additional needs will be recorded on the school's medical register.

Identification of SEND and graduated response:

Special Educational Needs Support with No IEP/ IBP (SSN):

Class teachers identify or register a child's additional needs and, consulting with the Inclusion Manager and parents, place the child on a class Provision Map and SEN Register

Special Educational Needs Support with IEP/ IBP (SSI):

Teachers and the Inclusion Manager monitor the child's progress through termly reviews and planning meetings and consult external specialists where appropriate.

Enhanced SEN Support (ESS):

Children's paperwork is monitored alongside Pupil Performance Meeting (PPM) information at the end of each term following school assessments. The Inclusion Manager will then consult with members of the Senior Leadership Team and consequently decide if additional funding is required to support the child in mainstream school.

Statement Provision/ Education and Health Care Plan (EHCP):

The Local Authority considers the need for a statutory assessment or Education Health Care Plan. They will compile a statement or agree other provision and arrange to monitor and review provision through the Provision Agreement Panel. This will normally only happen if a child is unlikely to remain in mainstream school. There is a transition period between September 2014 and April 2018 whereby those with a statement of SEND will transfer over to an EHCP. Those individuals receiving statutory assessment after September 2014 will automatically receive provision via an EHCP.

These stages are a means of helping teachers and parents decide what SEND provision is necessary and to match that provision to the child's needs.

The majority of SEND children will not pass through all these stages: only those children whose progress continues to cause concern will need to move to the next stage.

Arrangements for co-ordinating educational provision for pupils with SEND.

SEN Support no IEP (SSN)

Initial concern and action.

When a child is identified as having SEND, the class teacher and the SENCO should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through SSN could be the teacher's or others' concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Following discussion with the parents, the class teacher and Inclusion Manager may seek additional information from other professionals who may be involved with the child, although this is often not required at this stage.

Strategies employed to enable the child to progress should be recorded within a Provision Map. The Provision Map should include:

- The provision to be put in place
- Indicators of progress and impact of provision e.g. NC ARE/ Results

The Provision Map should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.

Progress in relation to the Provision Map is reviewed Termly and shared with parents at Parents Evening or more often if deemed necessary. Progress in English and Maths is shared at the end of each Term in accordance with whole school assessment result sharing procedures.

Children who are not making sufficient progress whilst placed on a Provision map and if it is felt that a more personalised approach is needed, may be reviewed using the relevant form and an IEP (SSI) might be considered.

The IEP should include information about:

- The short-term targets set for or by the child
- The teaching strategies to be used and the provision to be put in place
- When the plan is to be reviewed / Outcomes (to be recorded when IEP is reviewed).
- Success and/or exit criteria

The IEP should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills that match the child's needs. The IEP should be discussed with the child and the parent.

IEPs are shared and reviewed with the parents at Parents' Evenings or when necessary. Copies of IEPs and review forms are given to the parents, saved to Teacher Share drive on the school server and hard copies are put in the folder in the special needs cabinet.

If considered appropriate, children are helped to construct a 'Child-friendly IEP' which explains their targets clearly to them and is kept with them to enable them to track their progress.

SEN Support with IEP or IBP (SSI).

Triggers for SSI:

- Continues to make little or no progress in specific areas over a long period – at least two Provision Map Cycles and impact reviews.
- Continues to work within National Curriculum substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having Behaviour Intervention support.
- Has sensory or physical needs, which require additional specialist equipment or regular advice or visits by a specialist service – although these can be dealt with as part of intervention through a medical register.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At SSI, outside agencies may be involved in offering advice concerning new teaching strategies and in the setting of new targets to be incorporated in the child's IEP, which will follow the same pattern as at SSN. These strategies are, wherever possible, implemented within the classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

The Inclusion Manager should note in the child's records:

- What further advice is being sought
- The support to be provided for the child pending receipt of the advice.

At all stages, parents will be kept informed of all decisions as will the child if this is age appropriate.

Enhanced SEN Support (ESS) (Funded).

At this stage it may be appropriate to consider whether extra support is necessary for the child to begin to make progress. This should be done in consultation with all agencies involved with the child at the Termly Planning Meetings. If the child requires less than 15 hours support per week then this funding is provided from the school budget. However, if this is an insufficient amount it may be appropriate to submit the child's case to the Provision Agreement Panel which handles the Local Authority funding. Extra funding may be made available to help to support the child in a main stream setting for more than 15 hours. A Provision Agreement will be drawn up and funds over 15 hours provided by the Local Authority. This is subject to regular review. This would be over and above support that is normally available.

School request for statutory assessment/ Educational Health Care Plan (EHCP)

In some cases, the school will conclude, after they have taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school.

The Provision Agreement Panel may decide that Enhanced SEN Support Funding is not appropriate and that formal assessment leading to a statutory assessment or from September 2014 an Education Health Care Plan (EHCP) is more appropriate. This may also be suggested by the Provision Review Panel, after Enhanced funding has been made available.

The following may also be considered by the Provision Agreement Panel:

- A request for an assessment from a parent
- A request for an assessment by another agency

Evidence should be submitted to the LA as required in the Special Needs Code of Practice.

Education Health Care Plan (EHCP).

The Local Authority may make the decision to determine the child's SEND provision through an Education Health Care Plan (EHCP) as decided by the Provision Agreement Panel. It will make this decision when it considers that the additional needs provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available to mainstream schools.

When an EHCP has been compiled, school should ensure through the 'named person' that the child's SEND are made known to all those who will teach them. School should ensure that teachers monitor and informally review the child's progress during the course of the year. Teachers should use the curriculum and pastoral monitoring arrangements for all pupils as well as writing I.E.P.s, as appropriate.

Reviews must be at least annually. This will evaluate and monitor the continued effectiveness and appropriateness of the statement. All agencies with an interest in the well-being of the child should be invited to the review as well as the parents.

Current SEND Members of Staff.

Name and relevant Qualifications

Mrs C. Andrews National SENCO Qualification (Post Graduate Diploma)

Mrs E. Swain National SENCO Qualification (Post Graduate Diploma) (Pending)

Enhanced provision support staff –

Mrs L. Myers, Mrs. J Botcherby, Mrs. S. Rotheram, Mrs. M. Jones, Miss. L. Jackson

Facilities which increase access to the school:

- The school has disabled toilets and ramped access in both buildings.
- There are arrangements with the LA to provide modified materials for children as relevant.
- The school has a range of materials designed to meet the varied needs of pupils.
- All children have access to all parts of the curriculum and to the life of the school as a whole and every effort is made to ensure that no child is excluded from these.
- The school makes full use of the advisory services available within the Local Authority e.g. Behaviour Improvement Team, LASCs, Educational Psychology Service.
- The school also has regular contact with health services such as the school nurse, and Child and Adolescent Mental Health Services.
- The school uses privately funded counselling when necessary.
- If a child has a lengthy period of absence due to illness, then special arrangements are made to provide some continuity of education by supplying materials for use at home.

Transfer of information.

For pupils who have statements of SEN, an Education and Health Care Plan or are receiving support through SEN Support with IEP/ IBP (SSI), planning for transfer will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCo will liaise with the SENCo of the secondary school serving the area to ensure that effective arrangements are in place to support the pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement or EHC may be discontinued by the Education Authority.

Complaints procedure.

The schools' complaint procedures are set out in the school complaints policy. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

Staff training.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Links to support services

The school accesses support from external services via termly planning meetings. A number of agencies attend these meetings such as the Language and Social Communication Service (LASCs), Behaviour Improvement Team (BIT) and Educational Psychology Service (EPS) as well as a Local Authority Inclusion Officer. Teaching staff inform the Inclusion Manager of any children whom they feel need discussing at the meeting and a decision is made as to whether the children should be referred to an outside agency for consultation and support. At each stage, parental consent is obtained.

Links with other agencies and voluntary organisations

There are occasions when school may consider a referral to an outside agency necessary without going through the process of discussion at a termly planning meeting. Such occasions may occur if urgent referral is necessary or if the outside agency is not under the control of the Local authority for example, social services and education welfare services, counselling services, child health services or private educational psychology services.

IASS – Information, advice and support services formerly Parent Partnership Service

The school will provide information about the IASS to all parents of children with SEND. Parents of any pupil identified with SEND may contact IASS for independent support and advice.

Admissions and transition provision for pupils with SEND.

The Governing Body has agreed with the Local Authority admissions criteria which do not discriminate against pupils with SEND and its admissions policy has due regard for the guidance in the Special Educational Code of Practice and the Disability and Discrimination Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance whilst the school is in the process of making the school fully accessible.

Children with SEND who transfer from one school to another are supported in their transition through meetings between professionals and parents where plans are made and implemented to enable a smooth move between settings or educational phases. This ensures that arrangements for transfer of resources and support can be put in place.

Date agreed on behalf of GB 7/2/17

Review due Spring term 2018

Signed on behalf of GB

Headteacher