



Lea Community Primary School
Special Educational Needs (SEN) Policy
Our SENCo is Mrs Jessica Giles
Our named SEN Governor is Ms Lindsey Timms

Adopted: November 23 Review date: November 24

Lea Community is an inclusive school where every child is valued. Our vision is "to help all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve their full potential in a rapidly changing world." Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education Feb 2013
 - SEND Code of Practice 0 - 25 (September 2014)
 - Schools SEN Information Report Regulations (2014)

Aims and Objectives

Aim

At Lea CP, we value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment, we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.

- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and the provision provided for them
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- **Ensure staff members seek to 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 and early years' settings prior to the child's entry into our school.
- **Monitor the progress of all pupils** in order to aid the identification of 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 that pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and managed on a day-to-day basis by class teachers. It will be carefully monitored and regularly reviewed in order to ensure that individual targets and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, and providing regular feedback on their child's progress.
- **Work with and in support of, outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include the Educational Psychology Service, Speech and Language Therapy and Children and Adult Mental Health Service (CAMHS).
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

Identification of Special Needs

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.'

A child has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) 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

The Code of Practice identifies four broad categories of SEN:

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory/and or physical**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As much information as possible must be assimilated, in order to identify and assess the SEN of a pupil. At Lea CP we consider the needs of the whole child not just any special educational needs.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability or medical difficulties
- Attendance and Punctuality
- Health and Welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

The Graduated Approach to SEN support

At Lea Community Primary School, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. We are open and responsive to expressions of concerns from parents, and endeavour to take account of any information that parents provide about their child.

Teachers are responsible and accountable for the progress and development of **all** pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Additionally, The Headteacher, SENCO, class teacher and support staff will use information arising from the child's previous educational and home experience to provide starting points. These observations may be supported by formal assessments such as Baseline

Assessment, SAT's or PIVAT's (Performance Indicators for Value Added Target Setting.) Teachers will consult the SENCO to consider what else might be done- the child's learning characteristics, the learning environment, the task and the teaching style should always be considered. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the child requires help that is additional to or different from that which is normally available. The child would then be placed on the SEN Register as receiving SEN support. The aim of formally identifying a child with SEN is to help school ensure that effective provision is put in place, therefore removing barriers to learning.

We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school's child-centred approach is underpinned by an Assess, Plan, Do, Review cycle in the identification of SEN. This is on-going cycle which enables the provision to be refined and revised as necessary to support the needs of the child

Assess - this involves analysing the pupil's needs using the class teacher's assessments and experience of working with the child, details of previous progress and attainment and the views of parents/ carers. The pupil's views, and advice from external agencies where relevant, will also be considered.

Plan - identify barriers to learning, intended outcomes and details of support. This information will be recorded on an IPP (Individual Pupil Plan) which will be reviewed at least termly with parents/carers. Clear outcomes will be detailed on the IPP so that progress can be clearly measured. A review date will also be set.

Do - provide the additional support. The class teacher is responsible for working with the child on a day-to-day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. Meetings with pupils and parents happen termly to review the targets.

The Assess, Plan, Do, Review cycle is repeated. Earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the child in making good progress and securing good outcomes. This graduated approach builds on more detailed assessment and more specialist expertise in successive cycles in order to match intervention to the needs of the child.

Statutory Assessment of SEN

If school is unable to meet all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN support, then school may request a statutory assessment from the Local Authority which may lead to an Education, Health and Care Plan (EHCP.)

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's individual pupil plans (IPP's)
- records of reviews with pupils and parents, and their outcomes
- Early Help Assessment (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

Reviews of IPP's and EHC Plans

IPPs are reviewed each term and new targets set. The pupil is involved (where appropriate) in the review and setting new targets. A copy of the new IPP is discussed with parents, inviting their views.

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include the child, parents and others close to the child who parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as well as a representative from the LA. The review will be person (child) centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Exiting the SEN register

A child may no longer require Special Educational Provision if they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such as they no longer require the provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such as they no longer require the provision that is additional to or different from their peers

Working in partnership with parents

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk

We value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with parents at all times, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure the needs of their child are identified and met as soon as possible. Parents should in the first instance contact the class teacher in case of any concerns or difficulty.

The school endeavours to provide relevant information so parents can play an active part in their child's development, and reinforce learning at home.

We endeavour to support parents so that they are able to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

Working in Partnership with outside agencies including health services

Lea CP work closely with outside agencies in identifying, assessing and monitoring the progress of children identified as having SEN. Consent is sought from parents before a referral is made. Information is discussed with parents and shared with the relevant staff.

Education services

Inclusion and Disability Support Service (SEND)
Specialist teachers
Educational Psychology services
SEND Case Managers
School adviser
Attendance Officer
Virtual Schools for looked after children
Inclusion and Engagement Support Team

Health

School Nurse
Health visitor
Speech and Language therapy service
Paediatric Child Health Service
Occupational Therapist
Physiotherapist
Child and Adolescent Mental Health Services
Information is made available to parents concerning the Family Information Network Directory (FIND) via link on our school website.

Admissions

Children with special educational needs will be admitted to any Primary School in line with the admission's policy. All pupils will be treated equally and fairly regardless of their having SEN or not. The school is aware of the statutory requirements of the SEN and Disability Act and the Children and Families Act 2014 and will meet those requirements. The school uses its induction process to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. When the school is alerted to learning difficulties a child is experiencing, the best endeavours are made to collect all the relevant information and plan a suitably differentiated curriculum. While teachers are aware of any children with special needs who require special arrangements for testing and assessments, there are some cases where, following discussion, alternative assessments may be more suitable and in certain instances dis-application may be sought from statutory tests. The SENCO shares information with Class Teachers and Support Staff to ensure that children with special needs who join our school from elsewhere are integrated successfully. When pupils leave us to go to another Primary School, SEN information is collected and forwarded as part of our transfer procedures.

Information concerning children in Year 6 with special needs is collected together towards the end of the summer term and passed onto receiving Secondary Schools. SENCO from High Schools are invited to attend Annual Reviews for pupils with Education Health and Care plans in the summer term and information is shared about progress and requirements. Pupils have the opportunity to visit the high school in the summer term and meetings involving high school staff and parents are arranged. An enhanced transition can be arranged if it is felt that the child requires in.

Medical Needs

Lea CP 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 duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Roles and Responsibilities

- **The Governing Body -**

The SEN Governor, should work with the head teacher to determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The governing body must report to parents annually on the school's policy on SEN.

- **The Head Teacher -** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The head teacher will work closely with the SENCO and keep the governing body fully informed on Special Educational Needs issues.

- **The SENCO -** working closely with the head teacher, senior management and other teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through School SEN SUPPORT.

- **All teaching and non-teaching staff -** 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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and monitor IPPs.

Professional Development

We aim to keep all staff up-to-date with relevant profession development in relation to teaching children with SEN. The SENCO attends relevant SEN courses and signposts SEN focussed external

training opportunities for staff. We recognise the need to train all our staff on SEN issues and plan for this throughout the year.

Accessibility

Lea CP is a single level building and is equipped with several ramps for wheelchair access both at the front and rear of the building. If any parents have access difficulties which include visual and hearing impairment, the school will strive to support their needs. The school is committed to ensuring the requirements of the disability equality act is implemented across school. The school's accessibility plan has identified and prioritized areas of need. Every effort is made to work with the LEA on these areas. Resources and specialist equipment are used where needed and due consideration made for pupils whose disability may demand more time for completion of tasks. Advice for outside agencies and specialists will be sought as necessary and implemented. Members of staff are made aware of any special or modified provision put in place for a pupil.

Health and Safety

Lea CP recognises that some disabled students and students with SEN may require specialist handling, treatment or facilities. It also recognises that teachers and teacher assistants may face new situations, particularly when students with severe or complex SEN are taught in a mainstream setting or receive 'special' targeted provision. Some pupils may need their own individual risk assessment. A member of the LA SEND team may conduct risk assessments on pupils who may require individual arrangements. The Headteacher and SENCO is also responsible conducting risk assessment and analysing any risk factors which may be significant for all children including those with particular needs such as visual, hearing and physical impairments. At Lea, staff are taught how to use specialist equipment such as hearing aid chargers for children with Hearing Impairment.

Complaints

The complaints procedure for SEN mirrors the school's other complaints procedures. These can be found on the school website. In preventing and resolving disagreements the head teacher, SENCO, teachers and support staff will do all they can to address the situation in school and will work with outside agencies. The LA must make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between authorities and parents about the way the LA and school carry out their responsibilities towards children with SEN.

Bullying

At Lea CP we believe that all pupils, particular those who are vulnerable learners have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour through positive behaviour management strategies. It is made clear that bullying in any form will not be tolerated.

Aims

We aim to provide a vibrant, happy school where children feel valued, cared for, safe and secure. Our school values itself on being an inclusive environment for all pupils including those with SEN.

We achieve this through:

- Actively promoting anti-bullying messages through our Values-based approach and Personal Social Health Education curriculums.
- Regular assemblies and theme weeks to promote good behaviour, positive relationships and antibullying.
- Clear systems for tackling incidents of bullying
- Positive behaviour management policy and procedures

Policy rewritten

Jessica Giles-November 23